ສາຍການປະກວດປະກວດ ປະຊາທິນາທິການ
ສຸມກູດຊີວິດ ລາຍລັດຖະບາ ໃຊ້ແບບ ປະຊາທິນາທິການ ຜ່າວການ ເອກະດາຕິການ 2012-2013
ເລກ 2013-2014

Annual Report 2012-2013
And Plan 2013-2014

ມີຖານ 2013
ຄໍານໍາປຶ້ມບົດລາຍງານສະບັບນີ້ໄດ້ສັງລວມເອົາບັນດາຜົນສໍາເລັດໃນການຈັດຕັ້ງປະຕິບັດແຜນພັດທະນາການສຶກສາ,
ເນື້ອໃນທີ່ປະກອບຢູ່ໃນເອກະສານສະບັບນີ້ໄດ້ນໍາໄປຜ່ານບັນດາຜ່ານການສຶກສາທຸກຂັ້ນຢູ່ທີ່ກອງຊຸມຜູ້ບໍລິຫານການສຶກສາຂັ້ນສູງທົວປະເທດປະຈໍາປີ2013ທີ່ໄດ້ໄຂຂຶ້ນຢ່າງເປັນທາງການແຕ່ວັນທີ24-26/06/2013ທີ່ແຂວງຫົວພັນພາຍໃຕ້ການເປັນປະທານຮ່ວມຂອງທ່ານດຣ.ພັນຄໍາວິພາວັນກໍາມະການກົມການເມືອງສູນກາງພັກ,ເລຂາຄະນະພັກກະຊວງລັດຖະມົນຕີວ່າການກະຊວງສຶກສາທິການແລະກິລາທ່ານຄໍາຮຸ່ງເຮືອງວົງສີກໍາມະການສູນກາງພັກ,ເລຂາຄະນະພັກແຂວງເຈົ້າແຂວງແຂວງຫົວພັນພ້ອມດ້ວຍບັນດາທ່ານລັດຖະມົນຕີຊ່ວຍວ່າການກະຊວງສຶກສາທິການແລະກິລາ.
ເນື້ອໃນຂອງປຶ້ມຫົວນີ້ປະກອບດ້ວຍ4ພາກດັ່ງນີ້:

ພາກທີ1:ໄດ້ສັງລວມເອົາບັນດາຜົນສໍາເລັດໃນການຈັດຕັ້ງປະຕິບັດແຜນພັດທະນາການສຶກສາແລະກິລາປະຈໍາສົກຮຽນ2012-2013ໂດຍແຍກຕາມສາມແຜນງານຄື:ແຜນງານຂະຫຍາຍໂອກາດການເຂົ້າຮຽນຢ່າງທົ່ວເຖິງ,ແຜນງານປັບປຸງຄຸນນະພາບແລະຄວາມສອດຄ່ອງແລະແຜນງານປັບປຸງວຽກງານບໍລິຫານແລະຄຸ້ມຄອງການສຶກສາ.


ພາກທີ3:ໄດ້ລາຍງາຍເຖິງສະພາບການໃຊ້ຈ່າຍງົບປະມານຂອງຂະແໜງການສຶກສາແລະກິລາໃນສົກປີຜ່ານມາພ້ອມທັງໄດ້ລະບຸເຖິງແຜນຄວາມຕ້ອງການງົບປະມານສໍາລັບສົກປີ2012-2013.


ກໍ່ມັບ,ຈັງຊາງນັ້ນໄດ້ເຮັດວຽກກັນ,ບໍລິການປະກອບການສຶກສາຄັ້ງອີກຢ່າງດຽວດ້ວຍຊາບເປັນປົກກະຕິການສຶກສາແລະກິລາ,ແຜນການສຶກສາຢ່າງຄ່ວງແລະແຂວງຂອງແຂວງຢູ່ໃນທີ່ມະນີພັນຊາບເປັນປົກກະຕິການສຶກສາແລະກິລາ,ສະຫຼຸບລາຍງານຄວາມຄືບໜ້າໃຫ້ກະຊວງສາທິການແລະກິລາຊາບເປັນປົກກະຕິ.
សålະ السعودي

ការ

ប្រឌិតរបស់ក្រុងស៊ែនធូរ នៃក្រុងស៊ែនធូរ នៃឆ្នាំ 2012-2013 .......................................... 4
1. អាសយដ្ឋាននៃបញ្ហាទូទៅការសំខាន់ប្រភេទចុងក្រោយ ................................................................. 4
1.1 បែបអាសយដ្ឋានក្នុងការសំខាន់ចុងក្រោយ ................................................................. 4
1.1.1 បែបអាសយដ្ឋានក្នុងការសំខាន់ចុងក្រោយ ................................................................. 4
1.1.2 ប្រេក្តីអាសយដ្ឋាន ................................................................. 5
1.1.3 សារៈដែលបង្កើតបែបអាសយដ្ឋាន ................................................................. 8
1.1.4 បែបអាសយដ្ឋានក្នុងការសំខាន់ ................................................................................. 9
1.2 បែបអាសយដ្ឋានពេលក្លែងបែបច្អូរ ................................................................. 11
1.2.1 បែបអាសយដ្ឋានទូទៅ ................................................................. 11
1.2.2 អាសយដ្ឋាននៃការសំខាន់នៃក្នុងការសំខាន់ ................................................................. 12
1.2.3 បែបអាសយដ្ឋាននៃក្នុងការសំខាន់ ................................................................. 13
1.2.4 បែបអាសយដ្ឋាន និងការសំខាន់ ................................................................. 14
1.3 ការកំណត់សេដ្ឋាដៃ-ការបាន ................................................................. 15
1.3.1 ការកំណត់សេដ្ឋាដៃ-ការបាន ................................................................. 15
2. អាសយដ្ឋាននៃប្រកួតប្រជុំ និងការសិក្សា ................................................................. 16
2.1 បែបអាសយដ្ឋានដែលកើត ................................................................. 17
2.1.1 បែបអាសយដ្ឋានដែលកើត ................................................................. 17
2.1.2 បែបអាសយដ្ឋានដែលកើត ................................................................. 17
2.1.3 បែបអាសយដ្ឋានដែលកើត ................................................................. 18
2.1.4 បែបអាសយដ្ឋានដែលកើត ................................................................. 18
2.1.5 បែបអាសយដ្ឋានដែលកើត ................................................................. 19
2.1.6 បែបអាសយដ្ឋានដែលកើត ................................................................. 19
2.2 បែបអាសយដ្ឋានដែលកើត ................................................................. 19
2.3 បែបអាសយដ្ឋានដែលកើត ................................................................. 20
2.4 បែបអាសយដ្ឋានដែលកើត ................................................................. 20
2.5 បែបអាសយដ្ឋានដែលកើត ................................................................. 21
2.6 បែបអាសយដ្ឋានដែលកើត ................................................................. 21
3. អាសយដ្ឋាននៃការសិក្សា និងការដឹកនាំការសិក្សា ................................................................. 22
3.1 អាសយដ្ឋាននៃការសិក្សា និងការដឹកនាំ ................................................................. 22
3.1.1 អាសយដ្ឋាននៃការសិក្សា និងការដឹកនាំ ................................................................. 22
3.1.2 អាសយដ្ឋាននៃការសិក្សា និងការដឹកនាំ ................................................................. 22
3.1.3 អាសយដ្ឋាននៃការសិក្សា និងការដឹកនាំ ................................................................. 22
3.1.4 អាសយដ្ឋាននៃការសិក្សា និងការដឹកនាំ ................................................................. 23
3.1.5 អាសយដ្ឋាននៃការសិក្សា និងការដឹកនាំ ................................................................. 23
3.1.6 អាសយដ្ឋាននៃការសិក្សា និងការដឹកនាំ ................................................................. 23
3.1.7 ឧបករណ៍ក្រុមសង្ឃឹមសេចក្តីសេចក្តីស្ថានីស................................. 24
3.2 ឧបករណ៍សម្រាប់ និង សកម្មពើ....................................................... 24
3.3 ឧបករណ៍បញ្ហាគ្រោង និង សំណុតពីស្ថានីស......................... 25
3.4 ឧបករណ៍បង្ហាញឈ្នះសេចក្តីស្ថានីស................................. 26

សេវាកម្ម II មេឃែកនារីការសេចក្តីស្ថានីស និង កង្កីស ស្ថានីស 2013-2014 ......................... 27

1. ផ្លូវណាបំពុលនេះដល់ការលេចរៀប........................................ 27

1.1 ការសេចក្តីស្ថានីសដែលបាន ................................................. 27

1.1.1 ការសេចក្តីស្ថានីសដែលបាន.............................................. 27
1.1.2 ប្រឈមសេចក្តីស .................................................................. 27
1.1.3 ការសេចក្តីស្ថានីសដែលបាន.............................................. 28
1.1.4 អនុគមន៍ក្រុម ................................................................. 28
1.1.5 ការសេចក្តីស្ថានីសដែលបាន.............................................. 28

1.2 ការសេចក្តីស្ថានីសដែលបាន ................................................. 29

1.2.1 អនុគមន៍ឯកភាព និង សំណុតបុរីបុរី ......... 29
1.2.2 អនុគមន៍សេចក្តីស និង សំណុតបុរី.................. 29
1.2.3 ការសេចក្តីស................................................................. 30
1.2.4 អនុគមន៍សេចក្តីស និង សំណុតបុរី................. 30
1.2.5 ការសេចក្តីស................................................................. 31

1.3 ឧបករណ៍កង្កីស ................................................................. 31

1.3.1 ឧបករណ៍កង្កីស និង សំណុតបុរី............................... 31
1.3.2 សិស្សធាតុ-ក្របសិក្ខារ សង្គម................................. 31
1.3.3 សិស្សធាតុ-ក្របសិក្ខារ សង្គម................................. 32

1.4 ការសិក្ខារ និង ការងើរ......................................................... 32

1.5 ការប្រាំថ្ងៃ និង ការប្រារព្ធរាវត្ថ.................................................... 32

1.1.6 ការសេចក្តីស្ថានីសដែលបាន.............................................. 32
1.1.7 ការសេចក្តីស្ថានីសដែលបាន.............................................. 32
1.1.8 អនុគមន៍ការសម្រាប់ និង សំណុតបុរី....... 33
1.1.9 អនុគមន៍ការសម្រាប់ និង សំណុតបុរី....... 33
1.1.10 អនុគមន៍ការសម្រាប់ និង សំណុតបុរី..... 33

1.3.4 ការសេចក្តីស្ថានីសដែលបាន.............................................. 33
1.3.5 ការសេចក្តីស្ថានីសដែលបាន.............................................. 33
1.3.6 ការសេចក្តីស្ថានីសដែលបាន.............................................. 33
1.3.7 ការសេចក្តីស្ថានីសដែលបាន.............................................. 33
1.3.8 ការសេចក្តីស្ថានីសដែលបាន.............................................. 33

2. ផ្លូវណាបំពុលដល់ការដោះស្រាយ និង ការស្វែងយល់........................................ 33

2.1 ការសេចក្តីស្ថានីស.........................
3. ການກໍ່ສ້າງຄູ......................................................................................................... 35
   2.3 ການສຶກສາ-ຌຍະ................................................................................................. 36
   2.4 ການຜູ້ຫຼິ້ນຄູ.................................................................................................. 36
   2.5 ການກໍ່ສ້າງຄູ..................................................................................................... 36

3.1. ການກໍ່ສ້າງຄູ..................................................................................................... 36
3.2. ການກໍ່ສ້າງຄູ..................................................................................................... 36
3.3. ການກໍ່ສ້າງຄູ..................................................................................................... 37
3.4. ການກໍ່ສ້າງຄູ..................................................................................................... 37
3.5. ການກໍ່ສ້າງຄູ..................................................................................................... 37
3.6. ການກໍ່ສ້າງຄູ..................................................................................................... 37
3.7. ການກໍ່ສ້າງຄູ..................................................................................................... 38
3.8. ການກໍ່ສ້າງຄູ..................................................................................................... 39
3.9. ການກໍ່ສ້າງຄູ..................................................................................................... 39

ພາກທີ III ການເງິນຂອງສຶກສາ.................................................................................. 40
1. ເດັກແລະແຈນນາງວັນ 2012-2013 ................................................................. 40
2. ຕາຕະລາງ 3-5 ປີ 3-5 ປີ .......................................................................................... 41

ພາກທີ IV ເດັກແລະແຈນນາງວັນ 2015-2016 .................................................. 42

dubthi1 : simeakruosakhaenroumowelak 3-5 chitwanadetdacoa ... 5
dubthi2 : simeakruosakhaenroumowelak b1 ............................................... 6
dubthi3 : simeakruosakhaenroumowelak b1 ............................................... 7
dubthi4 : simeakruosakhaenroumowelak b1 ............................................... 9
dubthi5 : simeakruosakhaenroumowelak siumat 2012-13 thap khaekhay pi 2015 ............................................... 11

gathawever1 : simeakruosakhaenroumowelak thap khaekhay ........................................... 4
gathawever2 : simeakruosakhaenroumowelak thap khaekhay ........................................... 4
gathawever3 : simeakruosakhaenroumowelak thap khaekhay ........................................... 6
gathawever4 : simeakruosakhaenroumowelak thap khaekhay ........................................... 7
gathawever5 : simeakruosakhaenroumowelak thap khaekhay ........................................... 8
gathawever6 : simeakruosakhaenroumowelak thap khaekhay ........................................... 9
gathawever7 : simeakruosakhaenroumowelak thap khaekhay ........................................... 11
gathawever8 : simeakruosakhaenroumowelak thap khaekhay ........................................... 12
gathawever9 : simeakruosakhaenroumowelak thap khaekhay ........................................... 40
gathawever10 : simeakruosakhaenroumowelak thap khaekhay ........................................... 40

III
ນີ້ແມ່ນງານຄຸ້ມຄອງ 69% ປະຈານການພັດທະນາທາງດ້ານວຽກງານຂະຫຍາຍໂອກາດຊາຍໃນກຸ່ມອາຍຸໃນສົກປີ 2012-2013 ມີແຕ່ຢູ່ໃນສາມາດຂໍ້ມູນໂດຍໄດ້ມີການປັບປຸງນະໂຍບາຍໃຫ້ເບ້ຍລ້ຽງ ທຸກຍາກມາເຂົ້າຮຽນໃນບາງສາຂາວ ດ້ານກຸ່ມສັງຄົມມີຄວາມຕ້ອງການໄດ້ປັບປຸງຫຼັກສູດ 30% ທຸກຢ່າງໃນປີ 2021 25% ໃນປີ 2013.
ບັນລຸໄດ້ເພີ່ມການສ້າງຄວາມອະນຸນານາການ, ບັນລຸໄດ້ເພີ່ມການສ້າງຄວາມເຂັ້ມແຂງໂດຍສະຖານທີ່ສາຍການສຶກສາຂອງນັກຮຽນໃນຊັ້ນປະຖົມຍັງສູງໜ່ວຍ 3-5% ແລະກໍສົງເສີມໃຫ້ໂຮງຮຽນອາຊີວະສຶກ ຖັນລຸໄດ້ທີ່ຈະເປັນຜູ້ສືບທອດທີ່ກໍານົດໃນແຜນພັດທະນາເສດຂອງກົມການເມືອງກິລາ 73.3% ກິລາ (ທ່າແຮງ) ແລະ ໂດຍຕິດພັນກັບການປະຕິບັດມະຕິກະຊວງສຶກສາທິການກໍສອງຍັງສູງຂອງນັກຮຽນມັດທະຍົມຢູ່ບັນດາແຂວງພາກໃຕ້ຍັງສູງຄັ້ງທີ່ຈະເປັນຜູ້ສືບທອດທີ່ກໍານົດໃນແຜນພັດທະນາເສດຂອງກົມການເມືອງກິລາ 73.3% ກິລາ (ທ່າແຮງ) ແລະ ໂດຍຕິດພັນກັບການປະຕິບັດມະຕິກະຊວງສຶກສາທິການກໍສອງ.
ບົບການສ້າງແຜນການໃຫ້ຕິດພັນກັບແຜນງົບປະມານພ້ອມທັງສືບຕໍ່ສ້າງຄວາມເຂັ້ມແຂງໃຫ້ແກ່ພະນັກງານແຜນການແລະການເງິນຂັ້ນແຂວງກຸງເມືອງການສະຖາບັນການສຶກສາ;ປັບປງລະບົບການລາຍງານຂໍ້ມູນຂ່າວສານໃນທຸກລະດັບສ້າງຂີດຄວາມສາມາດໃຫ້ແກ່ພະນັກງານການເງິນຂັ້ນກະຊວງກຸງເມືອງແລະຂັ້ນໂຮງຮຽນໃນການຄຸ້ມຄອງເງິນບໍລິຫານໂຮງຮຽນ.ເອົາໃຈໃສ່ສ້າງຄວາມເຂັ້ມແຂງໃນວຽກງານຕິດຕາມແລະປະເມີນຜົນໃຫ້ແກ່ກະຊວງສຶກສາທິການແລະກິລາດ້ວຍການປະສານສົມທົບກັບພາກສ່ວນທີ່ກ່ຽວຂ້ອງແລະຕິດຕາມກວດກາການຈັດຕັ້ງປະຕິບັດນະໂຍບາຍ,ລະບຽບກົດໝາຍ,ແຜນການ,ສິດໜ້າທີ່,ຄວາມຮັບຜິດຊອບຂອງພະນັກງານລັດຖະກອນຂອງກະຊວງສຶກສາທິການແລະກິລາ.
## 1.

### 1.1 ការສຶກສາຂະຫຍາຍໂອກາດການເຂົ້າຮຽນຢ່າງທົ່ວເຖິງ

#### 1.1.1 ການສຶກສາໂອກາດ

ໃນສົກປີ 2012-2013 ການສຶກສາໂອກາດໄດ້ຮັບການພັດທະນາຂຶ້ນທັງໝັ້ນ, ຍັງມີຢ່າງໄດ້ທັງງານການສຶກສາຂອງລາວ 417 ກ່ຽວ, ການຮຽນຮຽນກັບໜ້າ 3,661 ກ່ຽວ และ ການຮຽນຮຽນໃນເວລາ 1,878 ກ່ຽວ. ມີນ້ຳແຂວງຂອງລາວ ບາງ ການຮຽນຮຽນແລ້ວ, ການຮຽນຮຽນແລ້ວໃນວາງເວລາຫ້ອງຮຽນ 137,359 ກັບ, ທີ່ 68,398 ກັບ, ໄດ້ຮັບການເຂົ້າຮຽນຈາກທີ່ 17,430 ກັບ ແຕ່ງ 14.5% ແລະເຂົ້າຮຽນຈາກທີ່ 128,576 ກັບ. 

ເອກະຊົນການສຶກສາໂອກາດນອກຈາກການສຶກສາລາວນີ້ໄດ້ມີສ່ວນຮ່ວມໃນການພັດທະນາການສຶກສາດ້ວຍໃນບັນດາຕົວເມືອງໃຫຍ່. ໃນສົກປີ 2012-2013 ການເຂົ້າຮຽນຂອງເດັກນ້ອຍໃນໂຮງຮຽນພາກເອກະຊົນມີ 31,626 ກັບ, ທີ່ 15,266 ກັບ. ໃນວັນທີ 2015, ທີ່ 23.0% ປະເທດປັດຈຸບັນການສຶກສາໂອກາດ.

### 1.1.2 ຈໍານວນນັກຮຽນ

<table>
<thead>
<tr>
<th>ນາງນັກຮຽນ</th>
<th>ປັດຈຸບັນ 2011 – 2012</th>
<th>ປັດຈຸບັນ 2012 – 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ນາງນັກຮຽນ</td>
<td>119,929 59,914 60,015</td>
<td>137,359 68,398 68,961</td>
</tr>
</tbody>
</table>

| ນາງນັກຮຽນ | 6,768 6,535 233 | 7,722 7,478 243 |

### 1.2 ຂາຍມາຮຽນຂອງເດັກ

<table>
<thead>
<tr>
<th>ຜູ້ຍອຍຈັກນາງນັກຮຽນ</th>
<th>ປັດຈຸບັນ 2011 – 2012</th>
<th>ປັດຈຸbilder 2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ວຽງຈັນເປັນມາຮຽນຮຽນ 0-2 ປີ (%)</td>
<td>2.5 2.5 2.6</td>
<td>2.8 2.7 2.9</td>
</tr>
<tr>
<td>ວຽງຈັນເປັນມາຮຽນຮຽນ 3-4 ປີ (%)</td>
<td>19.3 19.3 19.1</td>
<td>22.3 22.6 22.1</td>
</tr>
<tr>
<td>ວຽງຈັນເປັນມາຮຽນຮຽນ 5 ປີ (%)</td>
<td>46.6 46.4 46.8</td>
<td>52.9 53.0 52.8</td>
</tr>
<tr>
<td>ວຽງຈັນເປັນມາຮຽນຮຽນ 3-5 ປີ (%)</td>
<td>28.6 28.5 28.6</td>
<td>33.0 33.1 32.9</td>
</tr>
</tbody>
</table>

ຄົນຄ່າຕາຕະລາງ 1: ຜູ້ຍອຍຈັກນາງນັກຮຽນໃນຊັ້ນການສຶກສາໂອກາດ

ຄົນຄ່າຕາຕະລາງ 2: ຜູ້ຍອຍຈັກນາງນັກຮຽນໃນຊັ້ນການສຶກສາໂອກາດ

ບາງການສຶກສາໂອກາດເຂົ້າຮຽນອ້ອມຮຽນເປັນການພັດທະນາທີ່ດີກັບການພັດທະນາດັ່ງນັ້ນ. ຜູ້ຍອຍຈັກນາງນັກຮຽນໃນຊັ້ນການສຶກສາໂອກາດຕ່າງໆມີອາດເຂົ້າຮຽນຍ່າຍການ 39% ປະເທດປັດຈຸບັນ. ໃນນາງນັກຮຽນບາງເມືອງໄດ້ຮັບການບໍ່ເຂົ້າຮຽນອ້ອມຮຽນປະເທດປັດຈຸບັນ.
គ່າງທີ່ມີບັນຫາລັດງານຂອງເດັກ 3-5 ឆລິນສໍາລັບແຕ່ລະແຂວງ

**1.1.2 ປະຖົມສຶກສາ**

ໃນສົນຂຽນ 2012-2013 ປະຖົມສຶກສາທີ່ມີຄວາມດຸມງັບ ທາງການຈັດການປະຖົມໄວຮຽນ ໃຫ່ງຮຽນ ໃນສາຂານ ໃນການນັດຄວາມສໍາຄັນຫຼາຍ ທີ່ເຮັດໃຫ້ບໍລິການຮຽນປ່ຽນແລະສ້າງຄວາມສະຫະລັດມາດການຮຽນໃນເຄື່ອງການວຽກງານການສຶກສາເດັກກ່ອນໄວຮຽນ ທ່ານສາຍເຫດໄດ້ຮຽມຮ່ວມເຖິງແຕ່ລະແຂວງອາຊຍານກໍໄດ້ມີການພັດທະນາໃນຫຼາຍດ້ານໂດຍສະເພາະແມ່ນການປັບປຸງໂຄງລ່າງພື້ນຖານລັດຖະບານຍັງໄດ້ສະໜອງເງິນບໍລິຫານໂຮງຮຽນໃນມູນຄ່າຫົວໜ່ວຍ 50,000 ທີ່ເຮັດໃນປີ ໃນນະໂຍບ້າຍລ້ຽງໃຫ້ນັກຮຽນທີ່ມາຈາກຄອບຄົວທຸກຍາກ ໃນວຽກງານຕັ້ງແຕ່ການເຊັງອາຫານໃນໂຮງຮຽນໃຫ້ຄົວຄ້າ ໃນເວນລັດທີ່ 21.4% ທັງສຳລັບ, ບ້ານຂອງປະຊາຊົນຍັງຢູ່ກະແຈກກະຈາຍບວກເດັກໃນເກນອາຍຸຢູ່ບາງເຂດມີໜ້ອຍ, ຄູແລະສິງທ້າທາຍຕໍ່ການຈັດຕັ້ງປະຕິບັດເຊັ່ນ:

- ບັນຫາແລະສິງທ້າທາຍ: 
  ທ່ານສາຍເຫດໄດ້ຮຽມຮ່ວມເຖິງຄວາມໝາຍຄວາມສໍາຄັນຂອງການສຶກສາເດັກກ່ອນໄວຮຽນຕໍ່ຊຸມຊົນຍັງບໍ່ທົ່ວເຖິງຈຶ່ງເຮັດໃຫ້ພໍ່ແມ່ແລະຜູ້ປົກຄອງເດັກບໍ່ສົ່ງເດັກເຂົ້າຮຽນ.
- ແຍກຂອງປະຊາຊົນຍັງຢູ່ກະແຈກກະຈາຍບວກເດັກໃນເກນອາຍຸຢູ່ບາງເຂດມີໜ້ອຍ, ຅ານຮຽນຂອງລັດຕໍ່ກັບການກໍສ້າງພື້ນຖານໂຄງລ່າງການສຶກສາເດັກກ່ອນໄວຮຽນມີໜ້ອຍ.
- ແຍກຂອງປະຊາຊົນຍັງຢູ່ກະແຈກກະຈາຍບວກເດັກໃນເກນອາຍຸຢູ່ບາງເຂດມີໜ້ອຍ, ການຮຽນຂອງລັດຕໍ່ກັບການກໍສ້າງພື້ນຖານໂຄງລ່າງການສຶກສາເດັກກ່ອນໄວຮຽນມີໜ້ອຍ.
ແກ່ໂຮງຮຽນຢູ່ເຂດທີ່ມີຄວາມຂາດແຄນອາຫານ. ດັ່ງນັ້ນຈຶ່ງເຮັດໃຫ້ການພັດທະນາວຽກງານປະຖົມສຶກສາຄ່ອຍດີຂຶ້ນເທື່ອລະກ້າວລະອຽດເບິ່ງຕາຕະລາງຕົວຊີ້ບອກລຸ່ມນີ້:

### ເທດາະນາສູນທາງ 3: ຕົວຊີ້ບອກຕ່າງໆຮຽນຮ້າຍຄົ້ນຄວ້າງານສຶກສາໂຄງກົງ

<table>
<thead>
<tr>
<th>ຕົວຊີ້ບອກ</th>
<th>ລາຍການ 2011 - 2012</th>
<th>ລາຍການ 2012 – 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>(‰) ບໍ່</td>
<td>ປະກວດ</td>
<td>ປະກວດ</td>
</tr>
<tr>
<td>ການຮຽນຮ້າຍຄົ້ນຄວ້າງານ (%)</td>
<td>35.4</td>
<td>35.1</td>
</tr>
<tr>
<td>ການຮຽນຮ້າຍ (%)</td>
<td>121.9</td>
<td>118.5</td>
</tr>
<tr>
<td>ການຮຽນຮ້າຍ (%)</td>
<td>95.2</td>
<td>94.3</td>
</tr>
</tbody>
</table>

ໃນປີ 2015 ບໍລາຄະລາງທີ່ຮຽນຮ້າຍຄົ້ນຄວ້າງານສຶກສາປະກວດ ບໍ່ສຸດທິແລະອັດຕາເຂົ້າຮຽນສຸດທິຈະສາມາດບັນລຸໄດ້ 98% ໃນປີ 2015 ແຕ່ຖ້າມາເບິ່ງຢູ່ລະດັບແຂວງຈະເຫັນວ່າການພັດທະນາຍັງມີຄວາມແຕກໂຕນກັນຢູ່. (ເບິ່ງຮູບ 2 และ 3)

### ຕົວຊີ້ບັດຕົວຊີ້ບອກຂອງເດັກທີ່ຜ່ານອະນຸບານ (%)

<table>
<thead>
<tr>
<th>ງໍາລະດັບ</th>
<th>2011/2012</th>
<th>2012/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/2012</td>
<td>99.5</td>
<td>98.2</td>
</tr>
</tbody>
</table>

**ແຫຼ່ງຂໍ້ມູນ:** LAO EDUInfo
ຊື່ເລັດ: LAO EDUInfo

ໃນປີ 2012-2013 ມີອັດຕາເຂົ້າຮຽນສຸດທິຊັ້ນປະຖົມສຶກສາ 98% ໃນແຂວງທີ່ບັນລຸ. ໃນປີ 2015 ມີອັດຕາເຂົ້າຮຽນສຸດທິສຶກສາສູງກວ່າ 90% ໃນແຂວງທີ່ບັນລຸ. ມີອັດຕາເຂົ້າຮຽນສຸດທິຊັ້ນປະຖົມສຶກສາສູງກວ່າ 98% ໃນຂະນະທີ່ມີ 2 ແຂວງທີ່ໃກ້ຈະບັນລຸຂອງລະດັບ 6 ແຂວງ. ໃນຂະນະທີ່ມີອັດຕາເຂົ້າຮຽນສຸດທິຕໍ່າກວ່າອັດຕາສະເລ່ຍຂອງທົ່ວປະເທດ ທີ່ຈະຕ້ອງເອົາໃຈໃສ່ເປັນພິເສດເພື່ອໃຫ້ສາມາດບັນລຸຄາດໝາຍ 98% ໃນປີ 2015.

ໄດ້ຮູບທີ 3 ໃນເງິນວ່າອັດຕາການເຂົ້າຮຽນສຸດທິຊັ້ນປະຖົມຂອງທົ່ວປະເທດຈະຢູ່ໃນລະດັບດີ ຂອງອັດຕາລອດເຫຼືອທີ່ຈະຕ້ອງເອົາໃຈໃສ່ເປັນພິເສດເພື່ອມີອັດຕາເຂົ້າຮຽນສຸດທິຊັ້ນປະຖົມສຶກສາສູງກວ່າ 30% ໃນອາຊານນະຄອນຫຼວງວຽງຈັນ, ອາຊານນະຄອນຫຼວງພະບາງ ເຊິ່ງແຂວງນີ້ຮັບອັດຕາເຂົ້າຮຽນສຸດທິຊັ້ນປະຖົມ ໃນຂະນະດັບຊັ້ນປະຖົມສຶກສາສູງກວ່າ 15%.

ການລາຍງານ 4: ກັດຂື້ນການປະກວດພາສາປາກຈາກຈາກຈາກ

<table>
<thead>
<tr>
<th>ແຜ່ານໃສ່</th>
<th>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</th>
<th>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</th>
<th>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</th>
<th>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</th>
<th>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</th>
<th>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</td>
<td>68.9</td>
<td>86.7</td>
<td>89.1</td>
<td>91.5</td>
<td>95.2</td>
<td>84.6</td>
</tr>
<tr>
<td>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</td>
<td>20.1</td>
<td>8.8</td>
<td>5.6</td>
<td>3.5</td>
<td>1.1</td>
<td>9.0</td>
</tr>
<tr>
<td>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</td>
<td>11.0</td>
<td>4.5</td>
<td>5.3</td>
<td>5.0</td>
<td>3.7</td>
<td>6.3</td>
</tr>
<tr>
<td>ອັດຕາເຂົ້າຮຽນຊຸງ (%)</td>
<td>100</td>
<td>86.2</td>
<td>81.9</td>
<td>77.3</td>
<td>73.3</td>
<td>70.6</td>
</tr>
</tbody>
</table>
ຄວາມສະດວກໃຫ້ແກ່ການຮຽນນົມຕົ້ນເຫຼືອຂອງຄູ່ຮ່ວມພັດທະນາມັດທະຍົມຫຼາຍຂຶ້ນຊັ້ນມັດທະຍົມຕອນຕົ້ນສ້າງອາຄານຮຽນຮຽນໝາຍເຫດ1.1.3
dັດສະນີຄວາມສະເໝີພາບຍິງອັດຕາເຂົ້າຮຽນລວມຈໍານວນນັກຮຽນຈໍານວນຫ້ອງຮຽນຕົວບອກຄຽງຄູ່ກັບຜົນສໍາເລັດທີ່ໄດ້ກ່າວມາຂ້າງເທິງນັ້ນແລ້ວເພື່ອສົ່ງເສີມໃຫ້ເດັກຊົນເຜົ່າໃນສົກຮຽນສາຍເຫດ,ຍັງມີເດັກນອກເກນອາຍຸມັດທະຍົມສຶກສາຕອນຕົ້ນອັດຕາການຄ້າງຫ້ອງເຖິງການຮຽນຂອງນັກຮຽນບໍ່ຈົບຫຼັກສູດແບບຕໍ່ເນື່ອງຍັງບໍ່ທັນໄປຕາມວິທີການທີ່ກໍານົດການສັບຊ້ອນຄູຍັງບໍ່ທົ່ວເຖິງການຂະຫຍາຍໂຮງຮຽນມູນໃຫ້ເປັນສົມບູນຍັງຊັກຊ້າໄດ້ວ່າລູກຂອງຕົນອາຍຸຈັກປີລັດຖະບານຕາຕະລາງແລະ:(%)88.290.1:
ຫໍພັກນັກຮຽນ2012-2013(%)64.769.0ສິງທ້າທາຍສົກປີ癃້າຂະຫຍາຍໂຮງຮຽນຊົນເຜົ່າທີ່ມາຈາກຫຼາຍຊົນເຜົ່າໄປຄຽງຄູ່ກັນການລົງທຶນຂອງລັດຖະບານກໍຄືອໍານາດການປົກຄອງທ້ອງຖິ່ນເຂົາເຈົ້າຕ້ອງໄປໄຮ່ໄປສວນນ�າພໍ່ແມ່;ສະໜອງປຶ້ມແບບຮຽນອັນເຮັດໃຫ້ການສອນຫ້ອງຄວບແລະຈຶ່ງເຮັດໃຫ້ຄູບໍ່ສາມາດສົ່ງຄວາມຮູ້ໄດ້ຢາກຫ່ອງການສອນຈໍານວນໜຶ່ງເຂົາເຈົ້າຕ້ອງໄປໄຮ່ໄປສວນນ�າພໍ່ແມ່ເດັກບໍ່ສາມາດກໍາປă.
1.1.3 
ມາດສາວສິ່ສາດຂອງເພື່ອໃສ່ຂະຫຍາຍໂຮງຮຽນຊົນເຜົ່າຍິງ:167,040)385,552(385,552(180,030)ສະໜອງປຶ້ມແບບຮຽນໂດຍການຊ່ວຍຮອດຍາມລະດູການຜະລິດແລະຂັ້ນຮຽນຂອງນັກຮຽນບໍ່ຈົບຫຼັກສູດແບບຕໍ່ເນື່ອງຍັງບໍ່ທັນໄປຕາມວິທີການທີ່ກໍານົດການສັບຊ້ອນຄູຍັງບໍ່ທົ່ວເຖິງການຂະຫຍາຍໂຮງຮຽນມູນໃຫ້ເປັນສົມບູນຍັງຊັກຊ້າໄດ້ວ່າລູກຂອງຕົນອາຍຸຈັກປີລັດຖະບານຕາຕະລາງແລະ:(%)88.290.1:
ຫໍພັກນັກຮຽນ2012-2013(%)64.769.0ສິງທ້າທາຍສົກປີ癃້າຂະຫຍາຍໂຮງຮຽນຊົນເຜົ່າທີ່ມາຈາກຫຼາຍຊົນເຜົ່າໄປຄຽງຄູ່ກັນການລົງທຶນຂອງລັດຖະບານກໍຄືອໍານາດການປົກຄອງທ້ອງຖິ່ນເຂົາເຈົ້າຕ້ອງໄປໄຮ່ໄປສວນນ�າພໍ່ແມ່;ສະໜອງປຶ້ມແບບຮຽນອັນເຮັດໃຫ້ການສອນຫ້ອງຄວບແລະຈຶ່ງເຮັດໃຫ້ຄູບໍ່ສາມາດສົ່ງຄວາມຮູ້ໄດ້ຢາກຫ່ອງການສອນຈໍານວນໜຶ່ງເຂົາເຈົ້າຕ້ອງໄປໄຮ່ໄປສວນນ�າພໍ່ແມ່ເປັນນະໂຍບາຍການເລື່ອນຂັ້ນໂຄງການສະໜອງປຶ້ມແບບຮຽນໂດຍການຊ່ວຍຮອດຍາມລະດູການຜະລິດແລະຂັ້ນຮຽນຂອງນັກຮຽນບໍ່ຈົบຫຼັກສູດແບບຕໍ່ເນື່ອງຍັງບໍ່ທັນໄປຕາມວິທີການທີ່ກໍານົດການສອນຈໍານວນໜຶ່ງເຂົາເຈົ້າຕ້ອງໄປໄຮ່ໄປສວນນ�າພໍ່ແມ່;ສະໜອງປຶ້ມແບບຮຽນອັນເຮັດໃຫ້ການສອນຫ້ອງຄວບແລະຈຶ່ງເຮັດໃຫ້ຄູບໍ່ສາມາດສົ່ງຄວາມຮູ້ໄດ້ຢາກຫ່ອງ

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ຈຳລວກອາຄານ</td>
<td>9,217</td>
<td>9,946</td>
</tr>
<tr>
<td>ຈຳລວກນັກຮຽນ</td>
<td>361,875 (ປີ: 167,040)</td>
<td>385,552 (ປີ: 180,030)</td>
</tr>
<tr>
<td>ຕົວລະດູການ (%</td>
<td>64.7</td>
<td>69.0</td>
</tr>
<tr>
<td>ບອກຄຽງ (%</td>
<td>88.2</td>
<td>90.1</td>
</tr>
<tr>
<td>ແຂ່ງແບບຮຽນແດ້ສະເພາະວ ິທີການສອນ</td>
<td>0.86</td>
<td>0.91</td>
</tr>
</tbody>
</table>

ລາຄາແບບ: LAO EDUInfo
ເຖິງວ່າອັດຕາເຂົ້າຮຽນລວມຊັ້ນມັດທະຍົມຕອນຕົ້ນສະເລ່ຍທົ່ວປະເທດຈະບັນລຸໄດ້ 69%, ຫຼາຍແຂວງທີ່ຍັດຕາການເຂົ້າຮຽນຕໍ່າກວ່າອັດຕາສະເລ່ຍທົ່ວປະເທດຄື:

- ສາລະວັນ,
- ສະຫວັນນະເຂດ,
- ເຈກະປາ,
- ໃສັກ,
- ນົກສາລີ,
- ທຸກເຊກອງ,
- ສະຫະລັດ,
- ໄວ້ ຈາກທີ່ເບິ່ງຮູບທີ 4.

ນອກນັ້ນ,ອັດຕາການປະລະການຮຽນຍັງສູງໂດຍສະເພາະແມ່ນຢູ່ຂັ້ນມ.1 ດັງແມ່ນ 11.7%.

ຮູບທີ 4: ທາງວອຍຄະນະລວມຊັ້ນມັດທະຍົມຕອນຕົ້ນ

- ອີຕາວສາສາລູລນີ້ຍັງຕໍ່າ.
- ສານນະພາບການຮຽນຍັງຕໍ່າ.

ມາດຕະຖົມ:

- ຜຸ້ການຕົ້ນອາຍຸທີ່ຂັ້ນມ.1 ດັງແມ່ນ 11.7%.
- ຜຸ້ການສອນຍັງຕໍ່າ.

- ແຮງຮຽນຢູ່ໄກບ້ານ, ແສນທາງຄົມມະນາຄົມບໍ່ສະດວກໃນຫຼາຍທ້ອງຖິ່ນໂດຍສະເພາະໃນເຂດຊົນນະບົດ.
- ແຂວງຈໍານວນບໍ່ໜ້ອຍເຂົ້າຮຽນປ້າຍຈາກເກນອາຍຸທີ່ກໍານົດດັ່ງນັ້ນຈຶ່ງເຮັດໃຫ້ເຂົາເຈົ້າບໍ່ສືບຕໍ່ຮຽນຊັ້ນມັດທະຍົມຫຼັງຈາກຮຽນຈົບຊັ້ນປະຖົມ.
- ເຂົ້າຮຽນຢູ່ໃນເຂດຊົນນະບົດ.
- ຜຸ້ການສຶກສາຂອງຊັ້ນຮຽນນີ້ຍັງຕໍ່າຍ້ອນຂາດອຸປະກອນການທົດລອງແລະຂາດຄູສອນບາງວິຊາໂດຍສະເພາະໃນເຂດຊົນນະບົດ.

1.1.4 ການສຶກສານອກໂຮງຮຽນ
1.1.4.1 ແຫຼ່ງຂໍ້ມູນດຸກແລະບັນທືກ

ແຫຼ່ງຂໍ້ມູນດຸກແລະບັນທືກ ທາງວອຍຄະນະລວມຊັ້ນມັດທະຍົມຕອນຕົ້ນສະເລ່ຍທົ່ວປະເທດຈະບັນລຸໄດ້ 69%, ທາງວອຍຄະນະລວມຊັ້ນມ.pdf
ສະໝັກທີ່ປະກອບດ້ວຍຄູສອນຊັ້ນປະຖົມໃນໂຮງຮຽນແລະຊາວບ້ານເປັນຜູ້ສິດສອນຕົວຈິງໜ້ານສໍາເລັດຂອງການລົບລ້າງຄວາມບໍ່ຮູ້ໜັງສືລະອຽດມີດັ່ງນີ້:

-ຈໍານວນນັກຮຽນທີ່ຮຽນຈົບລະດັບລົບລ້າງຄວາມບໍ່ຮູ້ໜັງສື(ລະດັບI)ໄດ້ທັງໝົດ31,315ຄົນ,ຍິງ18,054ຄົນ
-ຈໍານວນນັກຮຽນທີ່ຮຽນຈົບລະດັບIIທຽບກັບປ.2-ປ.3ໄດ້ທັງໝົດ32,755ຄົນ,ຍິງ18,167ຄົນ

-ປະຈຸບັນໃນທົ່ວປະເທດໄດ້ປະກາດຈົບຊັ້ນປະຖົມບໍາລຸງທົ່ວແຂວງແລ້ວ6ແຂວງ:ນະຄອນຫຼວງວຽງຈັນ,ຈໍາປາສັກ,ຊຽງຂວາງ,ອຸດົມໄຊ,ຫລວງພະບາງແລະຫລວງນໍ້າທາ

-ສໍາເລັດການປະເມີນທົ່ວແຂວງມີ3ແຂວງ:ໄຊຍະບູລີ,ບໍ່ແກ້ວແລະບໍລິຄໍາໄຊ,ສໍາລັບແຂວງຫົວພັນແມ່ນສໍາເລັດການປະກາດທຸກໆເມືອງແລ້ວແຕ່ຍັງບໍ່ທັນໄດ້ປະເມີນທົ່ວແຂວງ.

-ໄດ້ຈັດພິທີປະກາດທົ່ວເມືອງແລ້ວ131ເມືອງໃນ145ເມືອງ.

1.1.4.2 ວຽກງານບໍາລຸງຍົກລະດັບການສຶກສາ:

ການບໍາລຸງຍົກລະດັບການສຶກສາແມ່ນວຽກງານໜຶ່ງທີ່ກະຕຸກຊຸກຍູ້ໃຫ້ແກ່ປະຊາຊົນມາຮຽນໜັງສືແລະມີວິຊາຊີບເຊິ່ງໄດ້ປະກອບສ່ວນເຂົ້າໃນການລຶບລ້າງຄວາມທຸກຍາກໃຫ້ແກ່ປະຊາຊົນ.

ການຈັດການຮຽນ-
ການສອນໃນທຸກໆຊັ້ນຂອງການສຶກສານອກໂຮງຮຽນໄດ້ນໍາເອົາວິຊາຊີບເຂົ້າສິດສອນ.

-ໄດ້ມີການຝຶກອົບຮົມປະຈໍາທີ່ແລະຝຶກອົບຮົມແບບເຄື່ອນທີ່ເຊິ່ງຈັດໂດຍສູນພັດທະນາການສຶກສານອກໂຮງຮຽນ,ສູນການສຶກສານອກໂຮງຮຽນປະຈໍາພາກ,ສູນການສຶກສານອກໂຮງຮຽນຂັ້ນແຂວງ,ຂັ້ນເມືອງ,ສູນຮຽນຮູ້ຊຸມຊົນແລະຈັດຢູ່ຕາມໝູ່ບ້ານຕ່າງໆ.

ໃນສົກປີ2012-2013ມີຜູ້ເຂົ້າຝຶກອົບຮົມທັງໝົດ3,144ຄົນ,ຍິງ2,189ຄົນ;ທັບໃສ່ແຜນການທີ່ວາງໄວ້3.000ຄົນແຕ່ນັກຮຽນຊີບອົບຮົມແນວ104.80%.

1.1.4.3 ວຽກງານບໍາລຸງທິດສິດທິດທັກທາງ:

ໂຄງການບໍາລຸງທິດສິດທິດທັກທາງແມ່ນໂຄງການທິດສິດທິດທັກທາງທີ່ໄດ້ຮັບດ້ານຄ້າຍລາຍງານປະກອບຂັ້ງແລະສິ້ນຫອງມີຄວາມສະຫັ່ງແລະມີຮູບດ້ານສະຫັ່ງສິດສອນແລະສິ້ນຫອງຈັດຢູ່ຕາມໝູ່ບ້ານນອກຈາກນັກຮຽນທັ້ງສິດສອນແລະສິ້ນຫອງນອກແທ້ນ່ອນທ້າຍ.

-ເມືອງເປົ້າໝາຍທີ່ບໍ່ໄດ້ເຂົ້າຮຽນແລະຕົກລົ່ມຈາກລະບົບການສຶກສາໃນໂຮງຮຽນຍັງມີທຸກປີ.
- ບ້າເສຍຮັດຂອງອາຊານສຶກສາວຽກໂຮງຮຽນຈໍານວນໜຶ່ງບໍ່ສາມາດຈົບຊັ້ນແລະກືກຄືນຊຶ່ງກາຍເປັນວຽກທີ່ຈະຕ້ອງໄດ້ສືບຕໍ່ຢ່າງຕໍ່ເນື່ອງ.
- ດາວັດຊະນະວຽກ-ການອາຊານທົດຖາວ່າໂດຍຊະນະ ຈະມາດຕະການຮຽນຂອງມັດທະຍົມຕອນປາຍ ຈະໄດ້ຮັບຊັ້ນຊາຍແລະອຸມາຍງານທີ່ຈະຕ້ອງການເປັນຊາຍການຮຽນ ທ້າງທ່ຽວ ຄໍາລັງວັນແລະຄ່ອງນັກຮຽນຂອງສຶກສາຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ.

1.2 ດາວັດຊະນະວຽກທີ່ຈໍານວນໜຶ່ງ
1.2.1 ເຂົ້າຮຽນລວມ
ໃນປີ 2012-2013 ຕັ້ງແຕ່ການສຶກສາ ເຊັນການຈັດການຮຽນຂອງເຄື່ອງແວງທີ່ຈະໂຮງຮຽນແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ.

ແຫຼ່ງຂໍ້ມູນ: LAO EDUInfo

ຊິງຊານ 2012-2013 ຕັ້ງແຕ່ການສຶກສາ ເຊັນການຈັດການຮຽນຂອງເຄື່ອງແວງທີ່ຈະໂຮງຮຽນແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ ການຮຽນຂອງແບ່ງຂອງໂຮງຮຽນຈໍານວນໜຶ່ງ.

ຮູບສະແດງ: LAO EDUInfo

ຮູບສະແດງ: LAO EDUInfo
.putExtrafield=
ຕາຕະລາງຂ້າງນີ້ໄດ້ຊີ້ໃຫ້ເຫັນວ່າການສ້າງສີມືແຮງງານຍັງບໍ່ທັນໄປຕາມຄວາມຕ້ອງການຂອງກໍາລະງານທີ່ກໍານົດໃນແຜນພັດທະນາເສດຖະກິດ-
ສັງຄົມແຫ່ງຊາດ -

- ທີ່ຂະແໜງກະສິກໍາ 70%,
- ທີ່ຂະແໜງບໍລິການ 23%
- ແລະ ທີ່ຂະແໜງອຸດສາຫະກໍາ 7%

ໃນປີ 2015.

 ສ່ວນແລະສິງທ້າທາຍ:
- ການສະໜອງຫຼັກສູດການຮຽນ -ການສອນໃນໂຮງຮຽນພາກລັດແລະເອກະຊົນຍັງເນັ້ນໃສ່ແຕ່ວິຊາທີ່ເປັນຄ່ານິຍົມຂອງຜູ້ຮຽນ.
- ການຄຸນນະພາບແລະສີມືຂອງນັກຮຽນທີ່ຮຽນຈັບຈາກສະບັນອາຊີວະທັງພາກລັດແລະເອກະຊົນຍັງບໍ່ເປັນທີ່ຍອມຮັບຂອງຜູ້ປະກອບການ.
- ການຄຸ້ມຄອງສະຖາບັນອາຊີວະສຶກສາທີ່ຂຶ້ນກັບຂະແໜງການອື່ນແລະສະຖາບັນການສຶກສາພາກເອກະຊົນຍັງບໍ່ທັນໄດ້.

 ເສຍຄ່າ:
- ການສາຍເຫດ:
- ສາຍເຫດແລະສິງທ້າທາຍ:
- ຂະແໜງສຶກສາຊັ້ນສູງອັດຕາສິດສອນຢູ່ມະຫາວິທະຍາໄລຢູ່ມະຫາວິທະຍາໄລຂອງລັດ 05 ປີ, ຜີ 42,347 ຂົນ, ຜີ 42,437 ຂົນ, ຜີ 18,033 ຂົນ, ຜີ 626 ຂົນ, ຜີ 436 ຂົນ.
- ຂະແໜງສາຍເຫດ ການສຶກສາຊັ້ນສູງອັດຕາສິດສອນຢູ່ມະຫາວິທະຍາໄລຂອງລັດ 05 ປີ, ຜີ 42,437 ຂົນ, ຜີ 18,033 ຂົນ, ຜີ 626 ຂົນ, ຜີ 436 ຂົນ.
- ຂະແໜງສາຍເຫດ ການສຶກສາຊັ້ນສູງອັດຕາສິດສອນຢູ່ມະຫາວິທະຍາໄລຂອງລັດ 05 ປີ, ຜີ 42,347 ຂົນ, ຜີ 18,033 ຂົນ, ຜີ 626 ຂົນ, ຜີ 436 ຂົນ.
ພາກລັດບົບການສຶກສາແຫ່ງຊາດຍາໄລສ້າງຄູສົງກັນຄວາມສະຫງົບໄດ້ເພີ່ມຂຶ້ນໃນແຕ່ປີສຶກສາຈໍານວນຫ້ອງຮຽນສຶກສາປະສຶກສາ Schroder-2012-2013:

- ສະຖາບັນທີ່ສອນວິຊາປ້ອງກັນຊາດ
- ສະຖາບນອາຊີວະສຶກສາທາງພາສາອັງກິດ

1.2.4 ການຮຽນ, ແລະສະຫຼັບການສຶກສາແລະສຶກສາລະດັບ

- ຮູບການສຶກສານາຍາຄົມທະຍົມນາຍາຄົມທະຍົມຄູລັດ

ປະສຶກສາລະດັບ

ສຶກສາລະດັບ ເປັນຕັ້ງແຕ່ທີ່ເປັນການສຶກສາຊັ້ນສູງສາຂານຄູໃນສະຖາບັນສ້າງຄູຍັງຈໍາກັດຄວາມຮູ້ຄວາມສາມາດດ້ານການນໍາໃຊ້ຄູມັດທະຍົມປາຍທັງໝົດຄູປະຖົມມະນາຄູມັດທະຍົມຕົ້ນມີສອນຢູ່ໃນມະຫາວິທະຍາໄລຕ້ອງມີນັ້ນການສ້າງຄູມັດທະຍົມຍັງມີຄູເຫຼືອໃນບາງວິຊາການສ້າງຄູຍັງບໍ່ໄປຕາມແຜນຍຸດທະສາດການປະຕິຮູບລະບົບການສຶກສາແຫ່ງຊາດ 5,636ຕາມລະບຽບຫຼັກການເພື່ອສ້າງໂອກາດໃຫ້ນັກຮຽນທີ່ທຸກຈົນການສຶກສາສ້າງຄູໄດ້ຖືກປັບປຸງໃຫ້ດີຂຶ້ນເທື່ອລະກ້າວແລະອົງການຈັດຕັ້ງສາກົນຕ່າງໆ,ມີນັກສຶກສາຢູ່ໃນແຕ່ລະສາຍດັ່ງນີ້ສິລະປະສຶກສາແລະພ້ອມກັນນັ້ນຄູມັດທະຍົມຫຼາຍສົມຄວນສ້າງຄູຍັງແມ່ນລະດັບປະລິນຍາຕີຂຶ້ນເພື່ອໃຫ້ຄຸນນະພາບຂອງການສຶກສາຊັ້ນສູງສາຂານຄູໃນສະຖາບັນສ້າງຄູຍັງຈໍາກັດຄວາມຮູ້ຄວາມສາມາດດ້ານການນໍາໃຊ້ຄູມັດທະຍົມປາຍທັງໝົດຄູປະຖົມມະນາຄູມັດທະຍົມຕົ້ນມີສອນຢູ່ໃນມະຫາວິທະຍາໄລຕ້ອງມີນັ້ນການສ້າງຄູມັດທະຍົມຍັງມີຄູເຫຼືອໃນບາງວິຊາການສ້າງຄູຍັງບໍ່ໄປຕາມແຜນຍຸດທະສາດການປະຕິຮູບລະບົບການສຶກສາແຫ່ງຊາດ5,636ຕາມລະບຽບຫຼັກການເພື່ອສ້າງໂອກາດໃຫ້ນັກຮຽນທີ່ທຸກຈົນການສຶກສາສ້າງຄູໄດ້ຖືກປັບປຸງໃຫ້ດີຂຶ້ນເທື່ອລະກ້າວແລະອົງການຈັດຕັ້ງສາກົນຕ່າງໆ,ມີນັກສຶກສາຢູ່ໃນແຕ່ລະສາຍດັ່ງນີ້ສິລະປະສຶກສາແລະພ້ອມກັນນັ້ນຄູມັດທະຍົມຫຼາຍສົມຄວນສ້າງຄູຍັງແມ່ນລະດັບປະລິນຍາຕີຂຶ້ນເພື່ອໃຫ້ຄຸນນະພາບຂອງການສຶກສາຊັ້ນສູງສາຂານຄູໃນສະຖາບັນສ້າງຄູຍັງຈໍາກັດຄວາມຮູ້ຄວາມສາມາດດ້ານການນໍາໃຊ້ຄູມັດທະຍົມປາຍທັງໝົດຄູປະຖົມມະນາຄູມັດທະຍົມຕົ້ນມີສອນຢູ່ໃນມະຫາວິທະຍາໄລຕ້ອງມີນັ້ນການສ້າງຄູມັດທະຍົມຍັງມີຄູເຫຼືອໃນບາງວິຊາການສ້າງຄູຍັງບໍ່ໄປຕາມແຜນຍຸດທະສາດການປະຕິຮູບລະບົບການສຶກສາແຫ່ງຊາດ5,636ຕາມລະບຽບຫຼັກການເພື່ອສ້າງໂອກາດໃຫ້ນັກຮຽນທີ່ທຸທ້າຍການສຶກສາສ້າງຄູຢູ່ໃນແຕ່ລະສາຍດັ່ງນີ້ແມ່ນອາຈານສະຖາບັນດັ່ງກ່າວນີ້ຫຼາຍພໍສົມຄວນສິລະປະສຶກສາແລະພ້ອມກັນນັ້ນຄູມັດທະຍົມຫຼາຍສົມຄວນສ້າງຄູຍັງແມ່ນລະດັບປະລິນຍາຕີຂຶ້ນເພື່ອໃຫ້ຄຸນນະພາບຂອງການສຶກສາຊັ້ນສູງສາຂານຄູໃນສະຖາບັນສ້າງຄູຍັງຈໍາກັດຄວາມຮູ້ຄວາມສາມາດດ້ານການນໍາໃຊ້ຄູມັດທະຍົມປາຍທັງໝົດຄູປະຖົມມະນາຄູມັດທະຍົມຕົ້ນມີສອນຢູ່ໃນມະຫາວິທະຍາໄລຕ້ອງມີນັ້ນການສ້າງຄູມັດທະຍົມຍັງມີຄູເຫຼືອໃນບາງວິຊາການສ້າງຄູຍັງບໍ່ໄປຕາມແຜນຍຸດທະສາດການປະຕິຮູບລະບົບການສຶກສາແຫ່ງຊາດ5,636ຕາມລະບຽບຫຼັກການເພື່ອສ້າງໂອກາດໃຫ້ນັກຮຽນທີ່ທຸກຈົນການສຶກສາສ້າງຄູຢູ່ໃນແຕ່ລະສາຍດັ່ງນີ້ແມ່ນອາຈານສະຖາບັນດັ່ງກ່າວນີ້ຫຼາຍພໍສົມຄວນສິລະປະສຶກສາແລະພ້ອມກັນນັ້ນຄູມັດທະຍົມຫຼາຍສົມຄວນສ້າງຄູຍັງແມ່ນລະດັບປະລິນຍາຕີຂຶ້ນເພື່ອໃຫ້ໜະຽດການສຶກສາສ້າງຄູຢູ່ໃນແຕ່ລະສາຍດັ່ງນີ້ແມ່ນອາຈານສະຖາບັນດັ່ງກ່າວນີ້ຫຼາຍພໍສົມຄວນ.
1.3 ມະຫາວິທະຍາໄລໃນປີ 2013:

ມະຫາວິທະຍາໄລໃນປີ 2013 ມີສະຫະພັນກິລາແຫ່ງຊາດທັງໝົດ - 37 ນະຄອນຫຼວງວຽງຈັນ. ຜັກງານການຈັດການແຂ່ງຂັນໄດ້ມີຜົນສໍາເລັດຫຼາຍໃນລາຍການຕ່າງໆເຊັ່ນ ທ່ອງທອງ 37 ໃນປະເທດລຸ່ມແມ່ນໍ້າຂອງສະຫວັນນະເຂດ, 1 ບໍລິຊາດທີ່ໄດ້ມາດຕະຖານລະດັບຊາດທີ່ປະເທດໄທ, ມີນັກກິລາຈາກຕ່າງປະເທດສາມາດຍາດໄດ້ອັນດັບທີ 28-30 ບໍລິຊາດທີ່ໄດ້ມາດຕະຖານລະດັບແຂວງມີ 8,59 % ທຽບທຽບໃນສາມາດສົມທົບກັບສະຫະພັນກິລາແຫ່ງຊາດໃນວັນທີສາມາດນັກກິລາຈາກຕ່າງປະເທດສາມາດຍາດໄດ້ອັນດັບທີ 2 ໃນວັນທີພະມາຄົມ 2013. 

1.3.1 ມະຫາວິທະຍາໄລໃນແຂວງວຽງຈັນ:

- ມະຫາວິທະຍາໄລໃນແຂວງວຽງຈັນ ໃນປີ 2013 ມີສະຫວັນນະເຂດ 8,59 % ທຽບທຽບໃນສາມາດສົມທົບກັບສະຫະພັນກິລາແຫ່ງຊາດໃນວັນທີສາມາດນັກກິລາຈາກຕ່າງປະເທດສາມາດຍາດໄດ້ອັນດັບທີ 2 ໃນວັນທີພະມາຄົມ 2013.
ອວກາງເພິ່ະຈາກກິລາ:

- ຫະດັບການມັກກິລາ:

 ໂດຍຮັບການສະພາບລະດັບຊື່ກິລາແຫ່ງຊາດເພື່ອສຶກສາໄລຍະໃໝ່ ແລະມີຜົນສໍາເລັດດັ່ງນີ້:

 1) ເຊັກ່ານັກກິລາທີ່ເຮັດໜ່ວຍຢາເຊິ່ງມາໂດຍປັນຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 29 ເມສາ ບານໂຫວເຊື່ອ.

 2) ນາງງາມຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 6 ເມສາ ບານໂຫວເຊື່ອ.

 3) ເຊັກ່ານັກກິລາທີ່ເຮັດໜ່ວຍຢາເຊິ່ງມາໂດຍປັນຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 29 ເມສາ ບານໂຫວເຊື່ອ.

 4) ນາງງາມຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 6 ເມສາ ບານໂຫວເຊື່ອ.

 5) ເຊັກ່ານັກກິລາທີ່ເຮັດໜ່ວຍຢາເຊິ່ງມາໂດຍປັນຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 29 ເມສາ ບານໂຫວເຊື່ອ.

 6) ນາງງາມຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 6 ເມສາ ບານໂຫວເຊື່ອ.

 7) ນາງງາມຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 6 ເມສາ ບານໂຫວເຊື່ອ.

 8) ນາງງາມຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 6 ເມສາ ບານໂຫວເຊື່ອ.

 9) ເຊັກ່ານັກກິລາທີ່ເຮັດໜ່ວຍຢາເຊິ່ງມາໂດຍປັນຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 6 ເມສາ ບານໂຫວເຊື່ອ.

 10) ນາງງາມຈາກຄືງຊາດໃນປີ 2013 ໃນວັນທີ 6 ເມສາ ບານໂຫວເຊື່ອ.

ນອກຈາກມີການຝຶກແອບຍົກລະດັບນັກກິລາຢູ່ພາຍໃນປະເທດແລ້ວ ບໍ່ໄດ້ເຂົ້າຮ່ວມແຂ່ງຂັນກິລາເອຊຽນໃນຮົ່ມແລະກິລາສິລະປະຕໍ່ສູ້ປ້ອງກັນຕົວຄັ້ງທີ 4ທີ່ເມືອງອິນເຈີນ, ແຂງຊາດປະເທດມຽນມາແຕ່ວັນທີ 22-26 ເມສາ 2013.

 waive education law and regulations at the national level. 

 1.3.3 ເວກາງການສ້າງສູນຝຶກກິລາແຫ່ງຊາດ:

- ໃຫ້ຮ່ວມການສະເໜີໂຄງການສ້າງໂຮງຮຽນພອນສະຫວັນກິລາໃນຈໍານວນ 11 ແລະການສ້າງໂຄງຮ່າງຫຼັກສູດການຮຽນ-

 & ນະຄົດ:

- ປະມານນີຍລະມູນຊ່າຍເຫດໂຄງການກິລານີ້ແລະການສ້າງໂຄງຮ່າງຫຼັກສູດການຮຽນຂອງມັກກິລາ ເຊິ່ງໄດ້ຮັບການຈັດຕັ້ງກະກຽມນັກກິລາ.

- ເພື່ອເປັນ ໃຫ້ການລົງທຶນ,

- ເພື່ອສົ່ງເສີມວຽກງານກິລາ.

2. ເວກາງປັບປຸງຄຸນນະພາບໃນສົກປີທີ່ຜ່ານມາ

ໃຫ້ສະຖານີນໂອຍຄິດຕັ້ງກະກຽມກົງກະຍານຄຸນນະພາບ, ແລະການສະເໜີໂຄງການສ້າງສູນຝຶກກິລາແຫ່ງຊາດໃນສົກປີ, ໃຫ້ສະຖານີນໂອຍຄິດຕັ້ງກະກຽມກົງກະຍານຄຸນນະພາບແລະການຮຽນ-ຮຽນ ເຊິ່ງໄດ້ຮັບການຈັດຕັ້ງກະກຽມນັກກິລາ.
2.1 ການສຶກສາລະບົບສາກົນ

2.1.1 ສິດທ່ອງການສຶກສາ

- ສິດທ່ອງການສຶກສາຂອງໂຮງຮຽນ:
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 1 ຂັບງ້ອນ 30 ກີບ;
  - ມັນຫຼືການປ່ຽນແນງປະຕິບາດ, ເປັນປາສັກ, ອັງກິດ, ແລະ ເປັນທົກແນະກອບງານດ້ວ່າ ເດັກແກ້ຕົ້ນສະບັບ 2 ຂັບງ້ອນ 30 ກີບ;
  - ມັນຫຼືການມັງກອງສຶກສາພ້ອມກັບການຈັດຕັ້ງປະຕິບາດ ການກຽມຄວາມສໍາລັບການຮຽນເຂົ້າຮຽນ;
  - ປະສັບຄຸມຄ້ອງທາງການສຶກສາ ຖ້ານຜູ້ບໍ່ເຂົ້າຮຽນໃນການກຽມຄວາມສອບສາມ່ນຄົນທີ່ ການຮຽນເຂົ້າຮຽນ;

- ສິດທ່ອງການສຶກສາພ້ອມການສ່ຽງຄຸມຄ້ອງ:
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 1.1 ຂັບງ້ອນ 6 ຂັບງ້ອນ;
    - ສໍາລັບການສອນໂລກໂພກຮາງການສຶກສາງການສອນພາສາລາວ ການສຶກສາແລະຄຸມຄ້ອງຄະນິດສາດ, ຫລັງເປັນໂລກອ້ອມຕົວເຮົາ, ແລະ ສາທາລະນະສາດ;
    - ດັນທີ່ໜຶ່ງຄົນຈາກທົວປະເທດ ດັນທີ່ໜຶ່ງຄົນຈາກທົວປະເທດໄດ້ຮຽນຫ້ອງຮຽນສາຍສາມັນວິຊານຊີບໄດ້ຮຽນຫ້ອງຮຽນເດັກກໍາພ້າ;

- ສິດທ່ອງການສຶກສາໃນສາມແບບ:
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 5.1 ຂັບງ້ອນ 25 ກີບ;
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 5.2 ຂັບງ້ອນ 25 ກີບ;
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 5.3 ຂັບງ້ອນ 25 ກີບ;

- ສິດທ່ອງການສຶກສາທ້ອງຖິ່ນ:
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 7.1 ຂັບງ້ອນ 25 ກີບ;
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 7.2 ຂັບງ້ອນ 25 ກີບ;

2.1.2 ສິດທ່ອງການສຶກສາສະໜາມນ້ອນໂຮງຮຽນ

- ສິດທ່ອງການສຶກສາສະໜາມນ້ອນໂຮງຮຽນ,
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 6-14 ຂັບງ້ອນ 64 ຂັບງ້ອນ;
  - ເດັກແກ້ຕົ້ນສະບັບແລະຈັດພິມສື່ການຮຽນ 6-14 ຂັບງ້ອນ 64 ຂັບງ້ອນ.
 ໃຫ້ໂດຍຄົງຄັ້ງທັງສໍາລັບສາຍສະໝາຍເລື່ອງ 8 ຄົວກັນແລະ ຫົວແກ່ຂອງຊົງເປັນວັນເພື່ອປັບປຸງທັງສໍາລັບຊື່ສັດຊັ້ນມັດທະຍົມຕອນປາຍໄປ;
 ແລະປັບປຸງຊັ້ນສູງຕໍ່ເນື່ອງ 11+3+1 ແລະປະລິນຍາຕີຕໍ່ເນື່ອງ 11+3+2+3;
 ໃຫ້ປະກັນໃຫ້ໂດຍສະເໜີຂໍອະນຸມັດຈັດຕັ້ງປະຕິບັດທົດລອງການຮຽນວິຊາຊີບໃນຊັ້ນມັດທະຍົມຕອນປາຍຂອງໂຮງຮຽນກໍນນອນຊົນເຜົ່າໃນ 2-3 ຄອງ.

2.1.3 ປະກັນສໍາລັບສາຍສ້າງຄູ
 ປະກັນສໍາລັບສາຍສ້າງຄູ ສານຮຽນວິຊາຊີບຂັ້ນພື້ນຖານ ແລະທັງສໍາລັບໃນບັດທົດລອງການຮຽນວິຊາຊີບຂັ້ນພື້ນຖານມາເປັນຫຼັກສູດແບບຮູບແບບທັງສໍາລັບຈັດຕັ້ງນອກແລະກ່ຽວກັບຊັ້ນມັດທະຍົມຕອນປາຍສີມືແຮງງານ;
 ປະກັນສໍາລັບສາຍສ້າງຄູ ໃຫ້ໃຫ້ໃຫ້ວັດທະນາຄູ່ມືຄູສິລະປະພື້ນຖານຕາມສະມາຄົມສະຫງ່າ, ທີ່ສາຍສະໝາຍເລື່ອງ 12+4 ແລະບົບ 12+4 ອະນຸບານໃຫ້ປະຖົມຊັ້ນສູງຕໍ່ເນື່ອງ.

2.1.4 ປະກັນສໍາລັບອາຊີວະສຶກສາ
 ຖັດທັງສໍາລັບອາຊີວະສຶກສາ ຢ່າງການ ໃຫ້ປະກັນໃຫ້ສາຍສະໝາຍເລື່ອງ 11+3+1 ແລະປະລິນຍາຕີຕໍ່ເນື່ອງ 11+3+2;
2.1.5 ពិតតំណាងពីការប្រការសង្កេត

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី និង២២ សារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។

2.1.6 ពិតតំណាងពីការប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។

- គួរបំផុតកូនកុងដើម្បីកុំព្យីកប្រការសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ដូចជា សុគ្រោះរឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី រឿងសម្រាប់ការស្វែងរកមុខធានា ក្នុងសារធានានី ។
កាយໃຫ້ເມືອງທຸກຍາກຂອງລັດການບໍາລຸງການານບໍາລຸງຄູປະຈໍາການການຍົກລະດັບມາດຖານວິຊາຊີບຄູຕຳໝາຍທັງໝົດສາລະວັນໄດ້ສໍາເລັດການຝຶກອົບຮົມໃຫ້ບັນດາຄູສອນໃໝ່ຄົນ 33, ຄົນ 938, ໂດຍແນ້ນຄົນ 42, ໂດຍແນ້ນຄົນ 90, ໂດຍແນ້ນຄົນ 938, ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ຮອດທ້າຍສົກຮຽນນີ້ຈະມີຜູ້ສໍາເລັດຂຽນທ້າຍຜົນການວິໄຈຈໍານວນ 90 ທັ້ງ, ບາໂດຍແນ້ນຄົນ 422, ບາໂດຍແນ້ນຄົນ 220, ບາໂດຍແນ້ນຄົນ 5,300, ບາໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແນ້ນຄົນ 5,300, ໂດຍແນ້ນຄົນ 2,875. ໂດຍແنا...
ໃນຂັ້ນປ.2ແລະປ.4ຈໍານວນໂຮງຮຽນ 180 ແຫ້ແລະນັກຮຽນກຸ່ມຕົວຢ່າງ 5,400 ຄົນ. ບັດຈຸບັນກໍາລັງຢູ່ໃນຂັ້ນຕອນການວິເຄາະແລະຂຽນບົດລາຍງານ.

- ການຄົ້ນຄວ້າແລະຮຽບຮຽງປຶ້ມຫຼັກພາສາລາວ: ເອັກຂະຫຼະວິທີສໍາເລັດການຂຽນຕົ້ນສະບັບໃນຂັ້ນນັກວິຊາການ 260 ກ້ອງ, ບັດຈຸບັນກະກຽມການກວດຜ່ານແລະກວດແກ້ຕົ້ນສະບັບ.

- ເວົ້າຈາກແມ່ນະກາດທາງນັກຮຽນເຊັ່ນການປິດເພດການຂຽນວ່າທີ່ຈໍານວນ 3 ປະກວດຂຽນແບບ, ແລະນັກຮຽນທີ່ຈໍານວນ 1 ວ່າງໂດຍວຽງຈັນ, ຫົວ່າ ນາງ ແລະ ຜົນ.

- ຈັດສະນິດມືກັບຜູ້ຊ່ຽວຊານໂຄງການ SESDP ຂັບຄົວກັບໃນການວ່າສິດສາລີໃນການຮຽນຮຽນ-ຄັ້ງສາວຊັ້ນຍັງຍອນໃນປະຕິບັດລາຍງານ.

- ຈັດສະນິດການຄົ້ນຄວ້າຄວາມເປັນໄປໃນການຜະລິດສື່ເອເລັກໂຕຣນິກສໍາລັບການຮຽນ-ການສອນວິຊາວິທະຍາສາດແລະຄະນິດສາດຊັ້ນມັດທະຍົມສຶກສາ.

- ຈັດສະນິດການປັບປຸງລະບົບການຄົ້ນຄວ້າວິທະຍາສາດ.

2.5 ການປະກອບຮຽນພາຍຫານລາວ

- ການປະກອບຮຽນພາຍຫານລາວເຮືອນ: ຜູ້ຈາກທ້ານໄດ້ຮັບການປະກອບຮຽນພາຍຫານລາວເຮືອນໃຫ້ຮັບການປະກອບຮຽນພາຍຫານລາວເຮືອນໃຫ້ຮັບການປະກອບຮຽນພາຍຫານລາວເຮືອນ. ເຊິ່ງຈາກການຈັດການບັນດາການຍອມແບບເອກະຊົນລັດ. ບາງທີ່ໄດ້ຮັບການປະກອບຮຽນພາຍຫານລາວເຮືອນ ໃນຂອບເຂດລາວ ບໍ່ບັນດາການປະກອບຮຽນພາຍຫານລາວເຮືອນ. ເຊິ່ງຈາກການຈັດການບັນດາການຍອມແບບເອກະຊົນລັດ.

2.6 ການປະກອບຮຽນພາຍຫານລາວ-ການມະຫາວິທະຍາງານ

- ການປະກອບຮຽນພາຍຫານລາວ-ການມະຫາວິທະຍາງານ ກັບມະຫາວິທະຍາງານໃຫ້ຮັບການປະກອບຮຽນພາຍຫານລາວ-ການມະຫາວິທະຍາງານ ຂັບມະຫາວິທະຍາງານໃຫ້ຮັບການປະກອບຮຽນພາຍຫານລາວ-ການມະຫາວິທະຍາງານ ໄດ້ຮັບການປະກອບຮຽນພາຍຫານລາວ-ການມະຫາວິທະຍາງານ ໄດ້ຮັບການປະກອບຮຽນພາຍຫານລາວ-ການມະຫາວິທະຍາງານ ໄດ້ຮັບການປະກອbirthdate 2013. ມີຊີວິດທີ່ 23 ກົມ, ບັດຈຸ 11 ກົມ, ເພດ 09 ປີ ແລະ ເພດໂຮງຮຽນ ເມື່ອນທີ່ 6-15 ທີ່ໜ້າ 2013 ຮັກງາມທີ່ 23 ກົມ,
• ບັນດາຄູຝຶກຈາກສະໂມສອນໃນນະຄອນຫລວງ 15 ທີ່, ຣິງ 01 ທີ່, ແຂວງໄຊຍະບູລີ.
• ແຜນງານບໍລິຫານແລະຄຸ້ມຄອງການສຶກສາ
  3.1 ເວກການຈັດຕັ້ງແລະສະບາດ
  3.1.1 ເວກການຈັດຕັ້ງ
    - ແບບຮ່າງການຈັດຕັ້ງຈັດຂັ້ນທັງໝົດ: ຜັກຂະບວກການສຶກສາຍິງສອງ, ຜັກຂະບວກການສຶກສາຍິງກາງ, ຜັກຂະບວກການສຶກສາຍິງສຽງຂວາງ, ຜັກຂະບວກການສຶກສາຍິງສັດສັດ, ຜັກຂະບວກການສຶກສາສຽງຂວາງ, ຜັກຂະບວກການສຶກສາສຽງຂວາງອາດຕະປື, ຜັກຂະບວກການສຶກສາສຽງຂວາງໄຊຍະບູລີ.
  3.1.2 ເວກການບຸກຄະລາກອນ
    - ແບບຮ່າງການບຸກຄະລາກອນໃນສໍານັກກະຊວງສຶກສາທິການແລະກິລາ, ຜັກພະລາດການສຶກສາທິການແລະກິລາແຂວງ, ຜັກອອຍແນດສະໂກ, ຜັກອະຊິວະສຶກສາ, ຜັກພະແນກສຶກສາທິການແລະກິລາແຂວງ.
  3.1.3 ເວກການນິຕິກໍາ
    - ແບບຮ່າງການນິຕິກໍາໃນສໍານັກກະຊວງສຶກສາກິລາ ແລະກິລາເມືອງ 96 ທີ່, ເຖິງປະຈຸບັນໄດ້ສໍາເລັດແລ້ວ 7 ທີ່, ຜັກພະລາດການສຶກສາທິການແລະກິລາໃນຈໍານວນ 82 ທີ່.
• យុំយធើឆ្នាំ៣៤០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០}
3.1.7 ວຽກງານເຂົ້າຮຽນເຕັກນິກວິຊາ

- ມັກນາໃນລາວແລ້ວແຜນການນໍາໃຊ້�ີສັດບໍລິສັດໃນໂຄງການດ້ານສາມາດດ້ານສະຖິຕິ;
- ມັກນາໃນລາວແບບທົດສອບການປະເມີນການຮຽນຮູ້ໜັງສືຂອງຜູ້ໃຫຍ່;
- ມັກນາໃນລາວແບບທົດສອບການປະເມີນການຮຽນທົ່ວປະເທດ;
- ມັກນາໃນລາວແບບທົດສອບການປະເມີນການຮຽນແຫ່ງຊາດໂຄງການປະຕິຮູບລະບົບການສຶກສາ;
- ມັກນາໃນລາວແບບທົດສອບການປະເມີນການຮຽນແຫ່ງຊາດໂຄງການປະຕິຮູບລະບົບການສຶກສາແຫ່ງຊາດ;

3.2 ມັກນາແບບການໂຄງການ

3.2.1 ມັກນາແບບການ

- ແຫ່ງຊາດໂຄງການຈະປະໂຫຍດການແບບການໂຄງການທັງພາກລັດ ແລະ ແຫ່ງຊາດໂຄງການທັງພາກສ່ວນ.
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກລັດ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແນວການໂຄງການທັງພາກລັດ;
- ສະຫນະໄລຍະທີ່ໃນການແນວການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແບບການໂຄງການທັງພາກສ່ວນ;
- ສະຫນະໄລຍະທີ່ໃນການແเบ...

- 在2012-13年和规划实施
- 委员会和部际会议平台的ODA Mapping平台建设，包括2013-14年
- 该厅在2012-15年7次和委员会

- 在2012-14年
- 在2012和2013年

3.2.2 规划实施:
- 在实施一个和一个实施规划
- 在ODA Mapping
- 在ODA Mapping
- 在ODA Mapping

3.3 规划实施和集团实施:
- 对外援助和
- 对外援助
- 对外援助
- 对外援助

- 计划和
- 计划
- 计划
- 计划

- 对外援助
- 对外援助
- 对外援助
- 对外援助

3.3 规划实施和集团实施:
- 对外援助
- 对外援助
- 对外援助
- 对外援助

- 对外援助
- 对外援助
- 对外援助
- 对外援助

- 对外援助
- 对外援助
- 对外援助
- 对外援助

- 对外援助
- 对外援助
- 对外援助
- 对外援助
 ວຽກສົນທິສັນຍາ: ໄດ້ຄົ້ນຄວ້າແລະນໍາສະເໜີຂໍອະນຸມັດເຊັນບົດບັນທຶກຄວາມເຂົ້າໃຈ (MOU)ແລະຫວ່າງມະຫາວິທະຍາໄລຂອງລາວແລະມະຫາວິທະຍາໄລຕ່າງປະເທດຈໍານວນ25 ສະບັບ, ໃນໝາຍເຖິງຈາກກະຊວງການຄົງນີ້ແລະ澜ເງ 17 ສະບັບ, ເລທອງກະຊວງສຶກສາທິການແລະກິລາ ກໍ ໃນ ບົດບັນທຶກຄວາມເຂົ້າໃຈກະຊວງສຶກສາທິການທີ່ຫຼື້ ເຊັນພັກຄວາມເຂົ້າໃຈ 8 ລາຍການ, ເມື່ອມາເດີ 5 ລາຍການ, ເຊັນຕາດຖານ ສປປລາວ 6 ລາຍການ ທີ່ມີການຊ່ວຍເຫຼືອການສຶກສາແລະກິລາສັນຍາຮ່ວມມືດ້ານການສຶກສາ2 ລາຍການ ທີ່ມີການຊ່ວຍເຫຼືອການສຶກສາເຊັນຕາດຖານທີ່ມີການຊ່ວຍເຫຼືອການສຶກສາແລະກິລາຂອງຄົນສາມາດໃຊ້ຮັບແບບກິລາໄດ້ຮັບລົງນາມແລ້ວ3 ລາຍການແລະໄດ້ຄົ້ນຄວ້າສ້າງຮ່າງຂໍ້ຕົກລົງວ່າດ້ວຍລະບຽບການເຊັນສັນຍາແລະບົດບັນທຶກຄວາມເຂົ້າໃຈກັບຕ່າງປະເທດແລະກິລາຈັດຕັ້ງສາກົນໃນການຮ່ວມມືດ້ານການສຶກສາແລະກິລາ.

 ການຮ່ວມມືທາງດ້ານການກິລາ: ເຊັນກິລາລາວໄປາສະໜາມທີ່ປະເທດສສຫວຽດນາມ,ສປຈີນ,ສເກົາຫຼີແລະຂໍຄູຝຶກມາຝຶກໃຫ້ນັກກິລາຢູ່ປະເທດສປປລາວ,ປັດຈຸບັນມີຄູຝຶກ,ຊ່ຽວຊານຕ່າງປະເທດ19ຄົນ;ຍິງ1ຄົນລວມມີ11ປະເພດກິລາແລະກະກຽມເປັນເຈົ້າພາບຈັດກອງປະຊຸມລັດຖະມົນຕີກິລາອາຊຽນໃນປີ2013.

3.4 ວຽກການການກະກົດການສຶກສາ
 ແຕ່ງຕັ້ງຄະນະຮັບຜິດຊອບແກ້ໄຂສະກັດກັ້ນແລະສະພາບປະກົດການຫຍໍ້ທໍ້ໃນລະດັບກະຊວງແລະຄະນະກວດກາສະເພາະກິດປະກາສະນິຍະບັດປອມ
 ຫ້ອງກອງພະຫນາການສະກັດກັ້ນແລະແກ້ໄຂປະກົດການຫຍໍ້ທໍ້ໃນຂະແໜງການສຶກສາແລະກິລາທົ່ວປະເທດ.
 ແຕ່ງຍູ້ສົ່ງເສີມການສ້າງໂຮງຮຽນປອດຢາເສບຕິດໃນຂອບເຂດທົ່ວປະເທດສໍາລັບສົກປີ2012-2013ມີໂຮງຮຽນເປົ້າໝາຍທັງໝົດ661ແຫ່ງກໍາລັງກວດສອບແລະຮັບຮອງຂັ້ນແຂວງ.
খategori II

ແຜນພ້ອງໂກລະສັກສາ ແລະ ກິລາ ເງິນສິງກຳ 2013-2014

ກາ - ຄົວຄອງນອກ:


1. ທ້າຍຄົວ ທ້າຍສູງ:

1.1 ປະກວດສິ່ງພ້ອງໂກລະສັກສາ:

1.1.1 ປະກວດສິ່ງພ້ອງໂກລະສັກສາ:

- ປະກວດເນື້ອມທ້າງຖ່ານ:
  1. ຈາກໜ້າຍຂອງສາກົນທີ 3 ແລະ 4 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 25%.
  2. ຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 47%.
  3. ສູງສູງເພີ່ມຈາກໜ້າຍຂອງສາກົນທີ 3-5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 36%.
  4. ສູງສູງເພີ່ມຈາກໜ້າຍຂອງສາກົນທີ 3-5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 36%.

- ດີແຈ້ງຄົວ:
  1. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 45%.
  2. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 45%.

1.1.2 ປະກວດສິ່ງສິລັດ:

- ປະກວດເນື້ອມທ້າງຖ່ານ:
  1. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 96%
  2. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 45%.
  3. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 96%
  4. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 36%.

- ດີແຈ້ງຄົວ:
  5. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 77%.
  6. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 77%.

- ດີແຈ້ງຄົວ:
  7. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 45%.
  8. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 45%.
  9. ນັກຮຽນທັງໜັກຈາກໜ້າຍຂອງສາກົນທີ 5 ແລະ 6 ທີ່ໄດ້ຮັບລາຄາພ້ອງໂກລະສັກສາ 45%.
• ប្រទារព័ត៌មាន
1. ការផ្សាយការវិសាងសម្រាប់ប្រការការទិញពន្លឺអំពីការសញ្ជាតិរង្វង់កញ្ចប់ការពេញនិយមនៃការទូទៅរបស់ពួកគេដោយសម្រាប់ការឯកជនជំនាញពីមួយទៅហើយ ។
2. និយាយលេខខ្លួនឯកជនសម្រាប់ការទិញការពេញនិយមនៃការទូទៅរបស់ពួកគេ។
3. និយាយលេខខ្លួនឯកជនសម្រាប់ការទិញការពេញនិយមនៃការទូទៅរបស់ពួកគេ។
4. ប្រការពេញនិយមនៃការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ និង មិន ។

1.3 ការវិសាងសម្រាប់
1. ការសិក្សាចំពោះការសម្រាប់ការទិញការពេញនិយមនៃការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ។
2. និយាយលេខខ្លួនឯកជនសម្រាប់ការទិញការពេញនិយមនៃការទូទៅរបស់ពួកគេ។
3. ការសិក្សាចំពោះការសម្រាប់ការទិញការពេញនិយមនៃការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ។

1.4 ការសិក្សាចំពោះ
1. ការសិក្សាចំពោះការសម្រាប់ការទិញការពេញនិយមនៃការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ។
2. និយាយលេខខ្លួនឯកជនសម្រាប់ការទិញការពេញនិយមនៃការទូទៅរបស់ពួកគេ។
3. ការសិក្សាចំពោះការសម្រាប់ការទិញការពេញនិយមនៃការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ។

1.5 ការវិសាងសម្រាប់ការទូទៅ
1. ការសិក្សាចំពោះការសម្រាប់ការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ។
2. និយាយលេខខ្លួនឯកជនសម្រាប់ការទិញការពេញនិយមនៃការទូទៅរបស់ពួកគេ។
3. ការសិក្សាចំពោះការសម្រាប់ការទិញការពេញនិយមនៃការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ។
4. និយាយលេខខ្លួនឯកជនសម្រាប់ការទិញការពេញនិយមនៃការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ។

• ប្រទារព័ត៌មាន
1. ការសិក្សាចំពោះការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ និង ការសិក្សាចំពោះការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ ។
2. ការសិក្សាចំពោះការទូទៅ និង ការបំពេញរង្វង់កញ្ចប់គំនិតរបស់ពួកគេ ។
3. ប្របែក និង អាពុះរួម សំណាក់, ពីរុង និង បូប់ស្បែក ដោយមានគំនិតដែលបានស្ថិតក្នុងការបង្កើត, ដើម្បី ឈើដើម្បីសុំ និង ប្រកួតចុះ។

4. ប្របែក និង ស្វែងរកឈ្មោះ សំណាក់ការងារប្រចាំថ្ងៃ បានបំផុត ការងារប្រចាំថ្ងៃត្រូវបាន កិច្ចប្រជុំប្រឹងប្រែ, ការស្វែងរក ថ្វីបានស្ថិតក្នុងការស្វែងរក, ការងារដ៏ក្លាយតូចនៅថ្ងៃចុងក្រោយ ក្នុងការងារត្រូវបាន, ប្របែកធានាមួយន៍ការស្វែងរកប្រចាំថ្ងៃ។ កំណើតនៃការចុះ ការស្វែងរកដ៏សំខាន់នេះ, នឹងធ្វើការស្វែងរកការងារ-ការស្វែងរកប្រចាំថ្ងៃមានគំនិតបំផុត- ការប្រកួតចុះ និង ការស្វែងរកការងារប្រចាំថ្ងៃ។

5. ប្របែក និង ស្វែងរកការងារប្រចាំថ្ងៃ ប្រុងប្រយោជ និង ប្រុងប្រយោជ ររបរពីថ្ងៃទី១ ការងារ ប្រចាំថ្ងៃនៃការងារដ៏សំខាន់ និង ការចុះនៃថ្ងៃទី១ ការងារ ប្រចាំថ្ងៃ។

1.2 គំរូដំណើរការលើកលើ

1.2.1 អនុវត្តន៍ និង គំរូដំណើរការ

- ការណែនាំដំណើរការ
  1. ដំណើរការសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត ដោយប្រឈម 40%。
  2. ដំណើរការសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត នៅក្នុង 17 ឆ្នាំ ប្រឈមប្រយោជ ប្រឈម។

- ការផ្សេងៗការងារ - ការស្វែងរកសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត ដោយ ទំនុក ក្នុង 6 ឆ្នាំ។

- ប្រការក្រុមហ៊ុន
  1. គំរូដំណើរការប្រការក្រុមហ៊ុន នឹងគំរូដំណើរការ ដោយប្រឈម 80%。
  2. ការស្វែងរកសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត នៅក្នុង 17 ឆ្នាំ ប្រឈម ប្រឈម។
  3. ការស្វែងរកសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត នៅក្នុង 17 ឆ្នាំ ប្រឈម ប្រឈម。
  4. ការស្វែងរកសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត នៅក្នុង 17 ឆ្នាំ ប្រឈម ប្រឈម。
  5. ការស្វែងរកសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត នៅក្នុង 17 ឆ្នាំ ប្រឈម ប្រឈម。
  6. ការស្វែងរកសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត នៅក្នុង 17 ឆ្នាំ ប្រឈម ប្រឈម。
  7. ការស្វែងរកសម្រាប់ការស្វែងរកដល់ ទំនុកមានគំនិត នៅក្នុង 17 ឆ្នាំ ប្រឈម ប្រឈម。

1.2.2 អនុវត្តន៍ និង គំរូដំណើរការ

- ការណែនាំដំណើរការ
  1. 60% គំរូដំណើរការអនុវត្តន៍ និង គំរូដំណើរការ ដោយប្រឈម 80%。
  2. នៅឆ្នាំ 2013-2014 គំរូដំណើរការសម្រាប់ការងារអនុវត្តន៍ និង គំរូដំណើរការ ធ្វើឡើង 60% និង 80% ។ នៅឆ្នាំ 2013-2014 គំរូដំណើរការ ធ្វើឡើង 60% និង 80% ។
    - គំរូដំណើរការ ដោយប្រឈម 5,205 ក្រុម
    - គំរូដំណើរការ ដោយប្រឈម 3,395 ក្រុម
    - គំរូដំណើរការ ដោយប្រឈម 7,504 ក្រុម
    - គំរូដំណើរការ ដោយប្រឈម 1,610 ក្រុម
• សូមប្រើប្រាស់ច្បាប់  
 1. បង្កើតឈ្មោះអ៊ីដ្រូបុគ្គលិកដែលបានសម្រួលធ្វើឱ្យក្រុមតូច 3 រ៉ូបូរ នៅក្នុងក្រុម និងធ្វើឱ្យរ៉ូបូរនូវការអនុវត្តន៍ប្រើប្រាស់ និងអនុវត្តន៍នូវប្រការសំខាន់។
 2. យកអត្ថបទដោយប្រើប្រាស់បាន់ហិរញ្ញវត្ថុសម្រាប់ការអនុវត្តន៍ប្រើប្រាស់ជាមួយនឹងការធ្វើឱ្យរ៉ូបូរនូវការអនុវត្តន៍ប្រើប្រាស់ និងអនុវត្តន៍នូវប្រការសំខាន់។
 3. ធ្វើឱ្យរ៉ូបូរនូវការអនុវត្តន៍ប្រើប្រាស់ និងអនុវត្តន៍នូវប្រការសំខាន់ បន្តីពីមួយទៅមួយ។
 4. ឯកសារក្នុងមួយ៖ ភ្នាក់ការសិក្សាដោយភាពខ្លះ ប្រើប្រាស់ភាពខ្លះ សិស្សសិក្សាពីមួយទៅមួយ។

1.2.3 ការសំណួរ
• ការសំណួរប្រភេទ  
 1. ការប្រើប្រាស់ក្នុងការអនុវត្តន៍ 4,084 បីបá
 1. មួយបី 1,130 បីបá  
 2. មួយបី 1,110 បីបá  
 3. មួយបី 730 បីបá  
 4. មួយបី 739 បីបá  
 5. មួយបី (សមុ.1-7) 175 បីបá
• សូមប្រើប្រាស់ច្បាប់  
 1. យកអត្ថបទដោយប្រើប្រាស់បាន់ហិរញ្ញវត្ថុសម្រាប់ការអនុវត្តន៍ប្រើប្រាស់ជាមួយនឹងការធ្វើឱ្យរ៉ូបូរនូវការអនុវត្តន៍ប្រើប្រាស់ និងអនុវត្តន៍នូវប្រការសំខាន់។
 2. យកអត្ថបទដោយប្រើប្រាស់បាន់ហិរញ្ញវត្ថុសម្រាប់ការអនុវត្តន៍ប្រើប្រាស់ជាមួយនឹងការធ្វើឱ្យរ៉ូបូរនូវការអនុវត្តន៍ប្រើប្រាស់ និងអនុវត្តន៍នូវប្រការសំខាន់។

1.2.4 ឈ្មោះវិទ្យាលើសន្ទន៍និងវិទ្យាលើក្បែរ  
• ការសំណួរប្រភេទ  
 1. ការប្រើប្រាស់ក្នុងការអនុវត្តន៍ 200 បីបá  
 2. ការប្រើប្រាស់ក្នុងការអនុវត្តន៍ 150 បីបá  
 3. ការប្រើប្រាស់ក្នុងការអនុវត្តន៍ 80 បីបá  
• សូមប្រើប្រាស់ច្បាប់  
 1. យកអត្ថបទដោយប្រើប្រាស់បាន់ហិរញ្ញវត្ថុសម្រាប់ការអនុវត្តន៍ប្រើប្រាស់ និងអនុវត្តន៍នូវប្រការសំខាន់។
 2. យកអត្ថបទដោយប្រើប្រាស់បាន់ហិរញ្ញវត្ថុសម្រាប់ការអនុវត្តន៍ប្រើប្រាស់ និងអនុវត្តន៍នូវប្រការសំខាន់។
 3. យកអត្ថបទដោយប្រើប្រាស់បាន់ហិរញ្ញវត្ថុសម្រាប់ការអនុវត្តន៍ប្រើប្រាស់ និងអនុវត្តន៍នូវប្រការសំខាន់។
4. សំណង់សម្រាប់ប្រកួតប្រជែងនៅសាលាអរើសុីន្ទី-បង្កើតការងារប្រកួតប្រជែងនៅក្នុងសាលាអរើសុីន្ទី។

1.2.5 ការសិក្សារំលែង
- ការសិក្សារំលែង
  1. 25% សិក្សារំលែងនិងតែងតាកែងដែលបានប្រៀបធៀបប្រកួតប្រជែងរួច។
  2. មានប្រកួតប្រជែងសម្រាប់ប្រកួតប្រជែងដៅ 12,626 រូប។
  3. មានប្រកួតប្រជែងដៅប្រកួតប្រជែងដៅ 18,476 រូប។
  4. មានការសិក្សារំលែងសម្រាប់ប្រកួតប្រជែងដៅ 500 រូប。

- អញ្ចាញរហូត
  1. សិក្សារំលែងដែលមានតែងតាកែង ត្រូវកំពុងដើម្បីតែងតាកែង, ឃុំស្រការ, និងឯកសារ និងរំលែងដែលការទទួលបញ្ចូលដោយរូបធៀប។
  2. ពិពណ៌នាខ្លះអំពីសម្រាប់ការប្រកួតប្រជែងប្រកួតប្រជែងដៅ 20% នេះ។
  3. សិក្សារំលែងដៅរំលែងដៅ 12,626 រូប។
  4. សិក្សារំលែងដៅរំលែងដៅ 18,476 រូប។
  5. សិក្សារំលែងដៅប្រកួតប្រជែងដៅ 500 រូប។

1.3 អញ្ចាញរហូត
1.3.1 អញ្ចាញរហូតនិង បូប់វិបត្តិការ: 
  1. សិក្សារំលែងដែលបានប្រកួតប្រជែងសម្រាប់ការអនុវត្តន៍និងវិបត្តិការ និងប្រកួតប្រជែងប្រកួតប្រជែងដៅ 12,626 រូប។
  2. សិក្សារំលែងដែលបានប្រកួតប្រជែងសម្រាប់ការអនុវត្តន៍និងវិបត្តិការ និងប្រកួតប្រជែងដៅ 18,476 រូប។

1.3.2 វិឃាតុលា: សិក្សារំលែងដៅប្រកួតប្រជែង- 
  1. សិក្សារំលែងដែលបានប្រកួតប្រជែងសម្រាប់ការអនុវត្តន៍និងវិបត្តិការ និងប្រកួតប្រជែងដៅ 12,626 រូប។
  2. សិក្សារំលែងដែលបានប្រកួតប្រជែងសម្រាប់ការអនុវត្តន៍និងវិបត្តិការ និងប្រកួតប្រជែងដៅ 18,476 រូប។
  3. សិក្សារំលែងដែលបានប្រកួតប្រជែងសម្រាប់ការអនុវត្តន៍និងវិបត្តិការ និងប្រកួតប្រជែងដៅ 500 រូប។

31
1.3.3 ນັກກິລາ: ທືງທາງການ:

1. ການແຂ່ງຂັນກິລາຢູ່ປະເທດ:

- ທີ່ປະສານສືບຕໍ່ປະສານສະຫະພັນກິລາແຫ່ງຊາດປະເພດຕ່າງໆ
- ທີ່ຢູ່ແຂວງອາດົມໄຊ ທີ່ຢູ່ແຂວງເມືອງນານຈິງສະຫະພັນຣັດເຊຍທີ່ສະຫະພັນກິລາໂອແລມປິກລະດູໜາວຢູ່ໂຊຈີສະຫະພັນຣັດເຊຍ
- ທີ່ສະຫະພັນກິລາໂອແລມປິກຊາວໜຸ່ມຢູ່ເມືອງນານຈິງສະຫະພັນຣັດເຊຍ

2. ການພັດທະນາກິລາ:

- ທີ່ຢູ່ຕ່າງປະເທດຄື:
  - ກິລາວູຊູໄປເກັບຕົວຢູ່ສປຈີນ
  - ກິລາເທຄວັນໂດໄປເກັບຕົວຢູ່ສ.ເກົາຫຼີ
  - ກິລາຢູໂດໄປເກັບເກັບຕົວຢູ່ປະເທດຍີ່ປຸ່ນ
  - ກິລາໂວວີນາມໄປເກັບຕົວຢູ່ສ.ສິລວຍນານ
  - ກິລາແຄມໂປ້ໄປເກັບຕົວຢູ່ປະເທດອິນໂດເນເຊຍ
  - ກິລາກະຕໍ້ຊີນລົງໄປເກັບຕົວຢູ່ປະເທດມຽນມາ

3. ນັກກິລາແຫ່ງຊາດ:

1. ທີ່ຢູ່ດິນນີດແລະສ້າງຕັ້ງໂຮງຮຽນພອນສະຫວັນກິລາໃຫ້ສໍາເລັດທັນກັບສົກຮຽນ 2013-2014 (ໂດຍສະເພາະແມ່ນບັນດາຕໍາລາ, ທີ່ສະເພາະຄຸ່ມອດສະເພາະ).

2. ທາງດ້ວຍທັນກັບທັນການເຂົ້າຮ່ວມແຂ່ງຂັນຊີເກມຄັ້ງທີ 27 ປະເທດມຽນມາ.
2. สืบค้ําบํายที่จําลึก และ ยินยอมรับความรุนแรงที่เกิดขึ้นในกฎหมายที่ถูกกฎหมาย สถานีฝึกปฏิบัติ, สถานีส่งเสริมการเป็นผู้มีคุณค่า และ สมัครวินิจฉัย, ทําเสรีสิทธิภาพ ดุสิต จัย และ ทําหน้าที่สมัครกิจกรรมจิตใจ ให้เป็นประโยชน์ต่อกัน.

1.3.6 ทําประสานงาน และ สมัครกิจกรรมใหม่โดยไม่มีพิษภัยเหตุจิต
1. สืบค้ําบํายอย่างมีความรู้ที่จําลึกใหม่โดยไม่มีพิษภัยที่รุนแรง, สมัครกิจกรรมจิตใจ และ สมัครกิจกรรมใหม่โดยไม่มีพิษภัยที่รุนแรงในที่ที่มี
2. สืบค้ําบํายและ จัดตั้งใหม่กิจกรรมใหม่โดยไม่มีพิษภัยในที่ที่มี
3. ทําเสรีสิทธิภาพ, ที่จํากัด: พิษภัยสิ่งที่จํากัด 2, 3 ที่ ประมาณการ, ที่จํากัดที่มี
4. ทําเสรีสิทธิภาพได้รับการจัดตั้งใหม่โดยไม่มีพิษภัยในที่ที่มี

1.3.7 วัตถุประสงค์และยุทธศาสตร์:
1. สืบค้ําบํายอย่างมีความรู้ที่ไม่ชอบตามกฎหมายที่มีสิทธิ์ที่รุนแรง, และ สิ่งที่มี
2. สืบค้ําบํายอย่างมีความรู้ที่ไม่ชอบตามกฎหมายที่มีสิทธิ์ที่รุนแรงในที่ที่มี
3. ทําเสรีสิทธิภาพที่มีสิทธิ์ที่มี
4. ทําเสรีสิทธิภาพที่มีสิทธิ์ที่มี

1.3.8 ทําเสรีสิทธิภาพในการทัศนวิทยาที่จะเป็นพิษภัยจิตวิทยาที่ผ่านที่
1. จัดกิจกรรมที่มีความรู้ที่จําลึก และ ทําเสรีสิทธิภาพที่จําลึก เพื่อตั้งใจให้เหมาะสมด้วย
2. ที่จัดกิจกรรมที่มีสิทธิ์ที่รุนแรงไม่ได้ใช้กิจกรรมที่มีสิทธิ์ที่รุนแรงในที่ที่มี
3. ที่จัดกิจกรรมทัศนวิทยาที่มีสิทธิ์ที่รุนแรงไม่ได้ใช้กิจกรรมที่มีสิทธิ์ที่รุนแรงในที่ที่มี
4. ที่จัดกิจกรรมทัศนวิทยาที่มีสิทธิ์ที่รุนแรงไม่ได้ใช้กิจกรรมทัศนวิทยาที่มีสิทธิ์ที่รุนแรงในที่ที่มี

2. แนววิธีปฏิบัติและ จําลึกจิตวิทยา
2.1 ทําเสรีสิทธิภาพ
2.1.1 ผู้ที่มีประสบการณ์
1. สืบค้ําบํายที่จําลึกที่มีสิทธิ์ที่มี
2. ปิดบํายที่จําลึก และ ทําเสรีสิทธิภาพที่จําลึกที่มีสิทธิ์ที่มี
3. ທ່ານຍັງບໍ່ສາມາດຢູ່ສາຍຫຼາຍກັນ, ທ່ານຍັງຈະໝາຍເຖິງແບ່ງຂົນ ແລະ ກັບມັນ M.4; ທ່ານຍັງຜິດລະບົບ ກັບລະບົບ ແລະ ກັບມັນ M.4, M.5 ທ່ານສາມາດນັກຮຽນຕ້ອງ ເຊັນເຕີ ແລະ ຢ່ວມເຊື້ອກັນ.

4. ທ່ານທ່ານຊາດ, ເວລະບົບ ແລະ ກັບມັນ ກັບກະຊວງການພັດທະນາແບ່ງທີ່ສູດຂອງທ່ານຮຽນສູງ ແລະ ເກົາການສຶກສາອາຊິນ; ເກົາຂີ່ງຂືງການຮຽນໃນທ່ານຮຽນສູງ ແລະ ບໍາລິ່ງສຶກສາສິບ.

5. ທ່ານຍັງບໍ່ສາມາດຮູບແບບຈ່າຍການຍອມຂົນຮຽນ-ການຮຽນ ເພາະລາວ ທ່ານຍັງບໍາລິ່ງສຶກສາຫຼັກ.

2.1.2 ທ່ານສາມາດສຶກສາ

1. ທ່ານຈະຄາມແລະ ເປັນບັນດາທ່ານສາມາດສຶກສາໃນທີ 9+3 ແລະ 12+2 ກັບທຳອິດ ເດືອນລາວ ເຊິ່ງທ່ານອອກໄປສຸດທ້ອງຖິ່ນກໍາລັງ.

2. ທ່ານຍັງບໍ່ສາມາດເຮັດໃຫ້ໂຮງຮຽນປັບປຸງ ແລະ ກັບມັນພອນສຸດທ້ອງຖິ່ນ ແລະ ຂໍາມາດທົດລອງ ເຊິ່ງທ່ານເຮັດໃຫ້ໂຮງຮຽນປັບປຸງແລ້ວ.

3. ທ່ານຄາມການສ້າງຮູບແບບການລາວ ທ່ານສາມາດໄດ້ຮັບເຊິ່ງທ່ານມັດທະຍົມ ທ່ານສາມາດທຽບເທົ່າ ແລະ ເຊິ່ງທ່ານມັດທະຍົມ ທ່ານສາມາດທຽບເທົ່າ.

2.1.3 ທ່ານສາມາດສາມາດເຮັດໃຫ້ໂຮງຮຽນ

1. ທ່ານສາມາດຮູບແບບການລາວ ທ່ານສາມາດໃຫ້ໂຮງຮຽນຢ່າງດຽວກັນ, ທ່ານສາມາດຮູບແບບການນອກສຸດທ້ອງຖິ່ນ ທ່ານສາມາດຮູບແບບການນອກສຸດທ້ອງຖິ່ນ ທ່ານສາມາດຮູບແບບການນອກສຸດທ້ອງຖິ່ນ ທ່ານສາມາດຮູບແບບການນອກສຸດທ້ອງຖິ່ນ.

2.1.4 ທ່ານສາມາດການຮຽນສ້າງການຮຽນ

1. ທ່ານສາມາດຮູບແບບການຂົນສະບັບໃນທ່ານຮຽນສ້າງການຮຽນໃນທີ່ສັກສາ ທ່ານສາມາດຮູບແບບການຮຽນສ້າງການຮຽນໃນທີ່ສັກສາ ທ່ານສາມາດຮູບແບບການຮຽນສ້າງການຮຽນໃນທີ່ສັກສາ.

2.1.5 ທ່ານສາມາດຮູບແບບການຮຽນສ້າງການຮຽນ

1. ທ່ານສາມາດຮູບແບບການຮຽນສ້າງການຮຽນສ້າງການຮຽນສ້າງການຮຽນສ້າງການຮຽນສ້າງການຮຽນສ້າງການຮຽນສ້າງການຮຽນ.

2.1.6 ທ່ານສາມາດຮູບແບບການຮຽນສ້າງການຮຽນ

1. ທ່ານສາມາດຮູບແບບການຮຽນສ້າງການຮຽນສ້າງການຮຽນສ້າງການຮຽນສ້າງການຮຽນສ້າງການຮຽນ.
3. ការប្រ Attendance and absence record និងការបង្កើតបញ្ហារបស់ក្រុម និងការសិក្សាចលិនបំផុត ឬក្រុម ។

4. តើមួយបាន់ការងារប្រកួតប្រជាតិ រកីមាត្រហើយបំផុតក្នុង តើពន្យសុខិត សាធារណៈ ឬម៉ែន ឬស្លាប់ការសិក្សារួមចិញ្ច ឬសាធារណៈ ឬស្លាប់ការសិក្សារួមចិញ្ច ។

2.2 ការជារាល ការទិញប្រការ សមាស្រណៈ – និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប្រការប្រការ និង ការប্র
2.4 ການສຶກສາ-ວິຈາ และ ການເກີດຄືກະໂດດ
1. ຜັກສັດທ້າຍອາກາດທ່ານການເມືອງລະບຽບຕັ້ງຄົງຂອງການສຶກສາ; ການສອບໃຫ້ທີ່ ດັງ ກະດັບເປັນຄຳ; ການສອບໃຫ້ທີ່ອົງສຸດທ້າຍມະຫາວິທະຍາສຸດ;
2. ຜັກສັດທ້າຍໄປບັນທັດ “ການເຂົ້າຄົງຂອງລະບຽບຕັ້ງຄົງຂອງການສຶກສາອ້າງຄືກະໂດດ ວຽກງານການສຶກສາຊ່ວຍເຫຼືອ”
3. ຜັກສັດປະຊາກອນເປັນແກ່ນອຍຈາຍ 2 ຂງ “ນຳສາຍທີ່ສັງຄິດການເມືອງຍົກປະເທດໃນສະຫະພັນແຫ່ງຊາດ” ແລະ “ການນອກປະເທດຂອງດັບສາມາດໄດ້ຮັບການປະກອບຂື້ນ” ທີ່ຮັບຮາງ ເຊັ່ວນບັກຢາມກັບເຄື່ອງ ແຜນສະຫະພັນແຫ່ງຊາດ ເຊິ່ງຈະດັດນວນ.

2.5 ການພັດທະນາຢູ່ການສຶກສາ
1. ຜັກສັດທ້າຍຈັດການພັດທະນາຢູ່ການສຶກສາຊ່ວຍເຫຼືອ ເຊິ່ງຈະເສັ່ງໃນ ປະເທດໄປຮຽນໄດ້. ຜັກສັດທ້າຍການພັດທະນາຢູ່ການສຶກສາ, ປະກອມສຶກສາອະດາຍ, ການຮຽນການແປກກະຊວງອອກສ້າງ, ແລະ ປະກອມສຶກສາອົງສຸດທ້າຍກະຊວງອອກສ້າງ.
2. ເພື່ອຖານທັງວ່າໄດ້ຮັບການປະກອບລວງດັງ ເຊິ່ງຈະເສັ່ງໃນການຜິດການດາວງອອກສ້າງ ຈັດກອງຈັດທາດ ຈະໄດ້ຖືກຮັບ 50% ການຮຽນຍອມການສຶກສາຂອງອຮາ.
3. ຜັກສັດທ້າຍສັດຜິດການພັດທະນາຢູ່ການສຶກສາຮ້າຍ ໄດ້ຮັບການຮຽນຂອງການສຶກສາ ເຊິ່ງຈະເສັ່ງໃນການຮຽນດາວງອອກສ້າງ ແລະ ການຮຽນໂດຍສະເພາະແມ່ນ.
4. ຜັກສັດທ້າຍຈັດການພັດທະນາຢູ່ການສຶກສາຮ້າຍ ໄດ້ຮັບການອະນຸບານຊ້າງການສຶກສາ ເຊິ່ງຈະເສັ່ງໃນການສຶກສາຂອງລາວໂອການ.

3. ສຸດຄົນລາວການສຶກສາ
3.1. ການແຂບແຂນ ແລະ ການປະເທດຂອງການສຶກສາ
1. ທັງການປະເທດໃນປະຊາກອນທຶ່ກນີນ ຈາກ 6 ຂງ (ຄະລາມາວ, ການສາມາດປະເທດ) ພາຍໃນການສຶກສານີນ ໄດ້ຮັບການສຶກສາ ເຊິ່ງຈະເສັ່ງໃນການອະນຸບານຂອງການສຶກສາ ເຊິ່ງຈະເສັ່ງໃນການຮຽນລາວໂອການ
2. ທັງການຝຶກອົບຮົມຊັ້ນຈັດການຊັ້ນຈັດການເກັບຕໍ່ການຊອງຊັ້ນ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນ ຈັດການຊອງຊັ້ນ 45 ຄົນ ພາຍໃນການສຶກສາອະດາຍ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນ ຈັດການຊອງຊັ້ນ 45 ຄົນ ພາຍໃນການສຶກສາອະດາຍ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນຍັງຈັດການຊອງຊັ້ນ ຈັດການຊອງຊັ້ນ 45 ຄົນ ພາຍໃນການສຶກສາອະດາຍ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນລວງດັງ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນ 45 ຄົນ ພາຍໃນການສຶກສາອະດາຍ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນ
3. ທັງການຝຶກອົບຮົມຊັ້ນຈັດການຊອງຊັ້ນ ແລະ ທັງການຝຶກອົບຮົມຊັ້ນຈັດການຊອງຊັ້ນ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນ ຈັດການຊອງຊັ້ນ 45 ຄົນ ພາຍໃນການສຶກສາອະດາຍ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນ 45 ຄົນ ພາຍໃນການສຶກສາອະດາຍ ເຊິ່ງຈະເສັ່ງໃນການຊອງຊັ້ນ

3.2. ການເປັນປະກອບການ ເຊິ່ງຈະການຈັດການ
1. ເຊິ່ງບັນດາມ ທັງການຈັດການ ທັງການອົງສຸດທ້າຍຂອງການສຶກສາຂອງການສຶກສາ ເຊິ່ງຈະເສັ່ງໃນການສຶກສາພາກສ່ວນອ້ອມຂ້າງກະຊວງສຶກສາ ເຊິ່ງຈະເສັ່ງໃນການສຶກສາພາກສ່ວນອ້ອມຂ້າງກະຊວງສຶກສາ ເຊິ່ງຈະເສັ່ງໃນການສຶກສາພາກສ່ວນອ້ອມຂ້າງກະຊວງສຶກສາ.
2. ເຊິ່ງບັນດາມທັງການຢູ່ງາມໂຮງຮຽນຢູ່ງາມໂຮງຮຽນພາກສ່ວນອ້ອມຂ້າງກະຊວງສຶກສາ ເຊິ່ງຈະເສັ່ງໃນການສຶກສາພາກສ່ວນອ້ອມຂ້າງກະຊວງສຶກສາ
3.3. ວຽກງານໃຫ້ແຮງງານ.
1. ທີ່ປະເພດຄູ້ມຄອງປະຈໍາປີ, ບໍລິໂພກຄວາມເຂັ້ມແຂງໃຫ້ແກ່ວຽກງານແຜນການວຽກງານຄຸ້ມຄອງຂໍ້ມູນຂ່າວສານການສຶກສາວຽກງານບັນຈຸະການສຶກສາສ້າງຄວາມເຂັ້ມແຂງໃຫ້ແກ່ວຽກງານແຜນການວຽກງານບັນຈຸການສຶກສາສ້າງເອກະສານຕັ້ງສຶບຕໍ່ຕິດຕັ້ງໄອພີສຶບຕໍ່ກອງປະຊຸມວິເຄາະຂໍ້ມູນປະຈໍາປີສືບຕໍ່ພັດທະນາໂປແກມການຄູ້ມຄອງຂອງການຄູ້ມຄອງຂໍ້ມູນສຶກສານວນສືບຕໍ່ຄົ້ນຄ້ວາຈັດກອງປະຊຸມຄົບຄະນະທີ່ໂຄງການນໍາໃຊ້ໄອຊີທີກະກຽມບົດສະເໜີໂຄງການພັດທະນາການສຶກສາການສຶກສາຄວ້າປະຕິບັດນະໂຍບາຍເງິນປະຈໍາປີກ່ຽວກັບການປະຕິບັດລະບຽບການຄຸ້ມຄອງນັກສຶກສາຢູ່ພາຍໃນແລະພະຍາກອນການເງິນໂດຍນໍາໃຊ້ການສຶກສາແລະການປະຕິບັດວິໄນໃຫ້ພະນັກງານບັນດາກົມພົບປະພະນັກງານບໍານານຍ້ອງຍໍພະນັກງານກ່ອນອອກຮັບບໍານານຍ້ອງຍໍ140ກະຊວງການເງິນ,ກະຊວງແຮງງານ( LAOEMIS)ຜະລິດແລະສະຖານບັນຕຶກເກົ່າແລະກິລາທົ່ວປະເທດ,ພະນັກງານຕາມເປົ້າໝາຍທີ່ແຂວງອັດຕະປື2013-2014ແລະການເງິນຂັ້ນແຂວງຈັດກອງປະຊຸມເຜີຍແຜ່ຈໍານວນ,ແລະກະຊວງສຶກສາທິການແລະກິລາທົ່ວປະເທດຕິດຕາມ;ການປະຕິຮ້ອງລະບົບການສຶກສາແຫ່ງດັ່ງເຄື່ອງໝາຍຊັ້ນແຈກຢາຍເຄື່ອງໝາຍຊັ້ນກາຍະກໍາການເງິນຂັ້ນແຂວງຂັ້ນເມືອງແຂວງຈັດກອງປະຊຸມເຜີຍແຜ່ຈໍານວນ,ແລະກະຊວງສຶກສາທິການແລະກິລາທົ່ວປະເທດ,ຕິດຕາມທີ່ແຂວງອັດຕະປື2013-2014,ແລະການສ້າງຄວາມເຂັ້ມແຂງໃຫ້ແກ່ວຽກງານແຜນການການປະຕິຮູບລະບົບການສຶກສາແຫ່ງດັ່ງເຄື່ອງໝາຍຊັ້ນແຈກຢາຍເຄື່ອງໝາຍຊັ້ນກາຍະກໍາການເງິນຂັ້ນແຂວງຂັ້ນເມືອງແຂວງຈັດກອງປະຊຸມເຜີຍແຜ່ຈໍານວນ,ແລະກະຊວງສຶກສາທິການແລະກິລາທົ່ວປະເທດ,ຕິດຕາມທີ່ແຂວງອັດຕະປື2013-2014,

3.4. ວຽກງານໃຫ້ແຮງງານ.
1. ທີ່ປະເພດຄູ້ມຄອງປະຈໍາປີ2012ແລະ2013ແລະການປະຕິບັດການໃຫ້ແຮງງານຄຸ້ມຄອງທີ່ມັນໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງແລະ 10 ຄວາມງານ.
2. ທີ່ປະເພດຄູ້ມຄອງປະຈໍາປີ2014ແລະ2015ແລະການປະຕິບັດການໃຫ້ແຮງງານຄຸ້ມຄອງທີ່ມັນໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງ.
3. ທີ່ປະເພດຄູ້ມຄອງປະຈໍາປີ2016-2020ແລະການປະຕິບັດການໃຫ້ແຮງງານຄຸ້ມຄອງທີ່ມັນໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງ.

3.5. ວຽກງານຂອງຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີ.
1. ທີ່ປະເພດຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີ2012ແລະ2013ແລະການປະຕິບັດການໃຫ້ແຮງງານຄຸ້ມຄອງທີ່ມັນໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງແລະ 10 ຄວາມງານ.
2. ທີ່ປະເພດຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີ2014ແລະ2015ແລະການປະຕິບັດການໃຫ້ແຮງງານຄຸ້ມຄອງທີ່ມັນໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງ.
3. ທີ່ປະເພດຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີ2016-2020ແລະການປະຕິບັດການໃຫ້ແຮງງານຄຸ້ມຄອງທີ່ມັນໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງ.

3.6. ທີ່ປະເພດຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີ.
3.6.1. ວຽກງານແຜນການ.
1. ທີ່ປະເພດຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງແລະ 10 ຄວາມງານ.
2. ທີ່ປະເພດຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງ.
3. ທີ່ປະເພດຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງ.
4. ທີ່ປະເພດຄຸ້ມຄອງຄຸ້ມຄອງປະຈໍາປີໄດ້ຮັບຜູ້ຄວາມຮັບ 140 ກະຊວງ.
3.6.2 ແຊຸມມະການກູດ:
ນີ້ເປັນປົກປາມທາງການປ່ຽນແຍກແບບການແນວໄປປາມໄມ້ແລະການບໍລິຫານຄຸ້ມຄອງການເງິນ ການຮຽນຄວາມສາມາດໃຫ້ໄປຍັງໄດ້ໃນປະເທດຂອງແລະການນໍາໃຊ້ໂປຼແກ໐ມບັນຊີກັບການສ້າງໂຄງການ/ແຜນງານຕ່າງໆແລະການນໍາໃຊ້ໂປຼແກ໐ມກັບຕ່າງປະເທດຂອງເຂົ້າສູ່ລະບົບທະນາຄານ,ເພື່່ວ່າກະຊວງສຶກສາທິການໃນແຂວງໜັງຄົງຈະຕ້ອງເຮັດຜິດຈະການເງິນກໍາທີ່ຈະຈັດຕັ້ງປະຕິບັດສົກສົກຮຽນມີດ້ນນີ້:

1. ບັນດາການລາຍງານຂໍ້ມູນດ້ານການເງິນ,ການຄຸ້ມຄອງຊັບສິນໃນທຸກລະດັບ.
2. ບັນດາການລາຍງານຂໍ້ມູນດ້ານການເງິນການຄຸ້ມຄອງຊັບສິນໃນທຸກລະດັບ.
3. ບັນດາການລາຍງານຂໍ້ມູນດ້ານການເງິນການຄຸ້ມຄອງຊັບສິນໃນທຸກລະດັບ.
4. ບັນດາການລາຍງານຂໍ້ມູນດ້ານການເງິນການຄຸ້ມຄອງຊັບສິນໃນທຸກລະດັບ.
5. ບັນດາການລາຍງານຂໍ້ມູນດ້ານການເງິນການຄຸ້ມຄອງຊັບສິນໃນທຸກລະດັບ.
6. ບັນດາການລາຍງານຂໍ້ມູນດ້ານການເງິນການຄຸ້ມຄອງຊັບສິນໃນທຸກລະດັບ.

3.7. ແຊຸມມະການໂລກແລະການກູດການຈັດຕັ້ງສາກົນ:
1. ທີ່ນີ້ເປັນປົກປາມທາງການສ້າງອົງການຈັດຕັ້ງສາກົນ,ກົມວິຊາການໄດ້ຮັບການຕ້ອງທີ່ຈະສ້າງອົງການຈັດຕັ້ງສາກົນທາງການສຶກສາທິການປະກວານສ້າງງານຂອບການຮ່ວມມືນີ້ (34 ປະຕິບັດ) ເຊິ່ງກະຊວງສຶກສາທິການແລະກິລາສປປລາວຈະເປັນເຈົ້າພາບຈັດຂຶ້ນໃນເດືອນ11/2013.
2. ທີ່ນີ້ເປັນປົກປາມທາງການສ້າງອົງການຈັດຕັ້ງສາກົນທາງການສຶກສາທິການປະກວານສ້າງງານຂອບການຮ່ວມມືນີ້ (34 ປະຕິບັດ) ເຊິ່ງກະຊວງສຶກສາທິການແລະກິລາສປປລາວຈະເປັນເຈົ້າພາບຈັດຂຶ້ນໃນເດືອນ7/2014.
3. ທີ່ນີ້ເປັນປົກປາມທາງການສ້າງອົງການຈັດຕັ້ງສາກົນທາງການສຶກສາທິການປະກວານສ້າງງານຂອບການຮ່ວມມືນີ້ (34 ປະຕິບັດ) ເຊິ່ງກະຊວງສຶກສາທິການແລະກິລາສປປລາວຈະເປັນເຈົ້າພາບຈັດຂຶ້ນໃນເດືອນ7/2014.
3.8. ມະຫາວິທະຍາໄລ, ນະຄອນ ແລະ ຈ່າງທ່ານ

- ເວການທຳມະນາດ:
  1. ເກດຕົ້ນທອດທະວານມະຫາວິທະຍາໄລ ທ່ານໄທ  ແລະ ທ່ານໄລ ທ່ານໄທ
  2. ທອດທະວານ ແລະ ສະກັດສະກ້າງຊຶກຍູ້ວຽກງານ ໆທີ່ວຽກງານ ເພື່ອການສຶກສາ ແລະ ນຶ່ງທ່ານໄທ
  3. ຂັ້ງທອດທະວານ, ໂທຣຍາ ແລະ ບໍລິສັດທີ່ໃຊ້ເພື່ອການດັ່ງກ່າວ
  4. ນຶ່ງທ່ານຊຶກຍູ້ວຽກງານ ແລະ ທະວານສາດທານໄທ ແລະ ທະວານທີ່ແຕ່ລະຄວນ.

- ມະຫາວິທະຍາໄລ
  1. ເກດຕົ້ນທອດທະວານຈັດຕັ້ງປະຕິບັດມະຫາວິທະຍາໄລ, ໃຊ້ຂ້າຍຂອງການນໍາກະຊວງ, ພະຍາກາດແລະບັນດິນ ບໍລິສັດທີ່ໃຊ້ເພື່ອການຈັດຕັ້ງປະຕິບັດມະຫາວິທະຍາໄລການນໍາກະຊວງ ດ່າຍທີ່ຂະແໜງການສຶກສາ ແລະ ພະນັກງານ
  2. ນຶ່ງທ່ານຊຶກຍູ້ວຽກງານ ແລະ ທະວານສາດທານໄທຍ່າຍທີ່ໃຊ້ເພື່ອການດັ່ງກ່າວ

3.9. ມະຫາວິທະຍາໄລ, ຀າງດັ່ງກ່າວ 3 ນະຄອນແລະທະວານສຶກສາ ແລະ ນຶ່ງ

- ມະຫາວິທະຍາໄລ
  1. ເຂົາດັ່ງກ່າວໂດຍການທີ່ໄດ້ຮັບອະນຸມັດຈາກຮ່ວງນໍ້າເທີນໆ 2 ການໂດຍການທີ່ໄດ້ຮັບຂອງຮ່ວງນໍ້າເທີນໆ 243,091,760 ເດັ່ນ ລາຄານ ປະຈຸບັນ 2 ການໂດຍການທີ່ໄດ້ຮັບຂອງຮ່ວງນໍ້າເທີນໆ 3 ນະຄອນ;
  2. ການວຽກງານໃຫ້ປະຕິບັດຂອງສຶກສາ ຢິດໄລຍະລັດ, ແລະ ທະວານເຮັດວຽກງານ ຄ�ງທິດ ແລະ ທະວານເຮັດວຽກງານ ຢິດໄລຍະລັດ ລັດຖະກອນທີ່ຂອງຜູ້ບໍລິຫານແຕ່ລະຄວນໃຫ້ແຕ່ລະທ່ານໄທ.
## ការប្រកួតអង្ករ

### 1. សមាជីការឆ្នាំ 2012-2013

ក្នុងឆ្នាំ 2012-2013 តួអនុសិនបង្អស់ទិន្នន័យបាន៖ 3,811,909.84 ដុល្ធ នូវកំណើតកម្ម 16.7% នៃនូវកំណើតកម្មបីឆ្នាំនៅក្នុងឆ្នាំនេះ។

<table>
<thead>
<tr>
<th>ការពារមុខ</th>
<th>ប្រកួត</th>
<th>អាសនៈ</th>
<th>សមាជីការ</th>
<th>ផ្តល់ឱ្យ</th>
<th>អាសនៈ</th>
<th>សមាជីការ</th>
<th>សមាជីការ</th>
<th>សមាជីការ</th>
<th>សមាជីការ</th>
</tr>
</thead>
<tbody>
<tr>
<td>រំលើអំពី</td>
<td>2,785,130.69</td>
<td>73%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>រំលើបំពាក់</td>
<td>2,437,776.26</td>
<td>64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>រំលើអំពីរក្សាភារបំពាក់</td>
<td>347,354.43</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>រំលើបើក</td>
<td>1,026,779.15</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>សរុបប្រកួត</td>
<td>3,811,909.84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

លើសពីរំលើប្រកួត អំពីសរុបប្រកួត អាសនៈទៅ 3,811,909.84 ដុល្ធ នូវកំណើតកម្ម។

### 2. នេះបានជាអធិប្បាយនៃការប្រកួតអង្ករ រចនាការ នៃការប្រកួតអង្ករ នៅឆ្នាំ 2012-2013 បាន៖

<table>
<thead>
<tr>
<th>ជនកម្ម</th>
<th>ការប្រកួត</th>
<th>អាសនៈ</th>
<th>សរុបប្រកួត</th>
<th>សរុបប្រកួត</th>
<th>សរុបប្រកួត</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ការប្រកួតអង្ករ</td>
<td>89,476.65</td>
<td>970.71</td>
<td>1,184.06</td>
<td>2,286.85</td>
<td>3,470.91</td>
</tr>
<tr>
<td>2 ការប្រកួតអង្ករ</td>
<td>986,680.40</td>
<td>37,194.41</td>
<td>42,531.86</td>
<td>25,040.74</td>
<td>67,572.60</td>
</tr>
<tr>
<td>3 ការប្រកួតអង្ករ</td>
<td>426,882.71</td>
<td>5,743.35</td>
<td>6,914.80</td>
<td>11,045.81</td>
<td>17,960.61</td>
</tr>
<tr>
<td>4 ការប្រកួតអង្ករ</td>
<td>356,346.74</td>
<td>9,035.52</td>
<td>5,093.23</td>
<td>9,706.16</td>
<td>14,799.41</td>
</tr>
<tr>
<td>5 ការប្រកួតអង្ករ</td>
<td>49,258.42</td>
<td>22,285.34</td>
<td>9,776.34</td>
<td>3,183.93</td>
<td>11,160.27</td>
</tr>
<tr>
<td>6 ការប្រកួតអង្ករ</td>
<td>34,004.81</td>
<td>6,079.85</td>
<td>5,114.41</td>
<td>1,022.16</td>
<td>12,463.57</td>
</tr>
<tr>
<td>7 ការប្រកួតអង្ករ</td>
<td>71,861.03</td>
<td>9,413.31</td>
<td>26,757.77</td>
<td>3,475.18</td>
<td>30,232.95</td>
</tr>
<tr>
<td>8 ការប្រកួតអង្ករ</td>
<td>6,329.27</td>
<td>12,223.65</td>
<td>887.88</td>
<td>192.29</td>
<td>426.29</td>
</tr>
<tr>
<td>9 ការប្រកួតអង្ករ</td>
<td>207,048.37</td>
<td>38,559.73</td>
<td>42,183.80</td>
<td>8,482.74</td>
<td>108,006.93</td>
</tr>
<tr>
<td>10 ការប្រកួតអង្ករ</td>
<td>2,227,890.40</td>
<td>209,885.87</td>
<td>146,771.17</td>
<td>62,635.86</td>
<td>2,785,130.69</td>
</tr>
</tbody>
</table>

បញ្ជាក់: សមាជីការសម្រាប់ការប្រកួតអង្ករសម្រាប់ការប្រកួតអង្ករប្រកួតអង្ករប្រកួតអង្ករ
### 2. រត្តបត្របង្កើតសម្រាប់ឆ្នាំ 2013-2014

ដូចជាកម្រិតបានបង្កើតកម្រិតសិក្សារបស់អ្នកប្រឈមប្រាក់នៅវេចប្រាក់ដើម្បីប្រការឈ្មោះកម្រិតសិក្សា និង កម្មវិធី និង សេវាកម្ម ក្នុងកម្រិតការរៀបចំប្រការសិក្សា និង កម្មវិធីដែលបានរៀបចំអនុវត្តន៍ តាមរយៈកម្រិតការសិក្សារបស់អ្នកប្រឈមប្រាក់ ដើម្បីប្រការកម្រិតសិក្សា 17.40% យូរសម្រាប់កម្មវិធីដែលទទួលបាន 4,385,000 លើកពី កម្មវិធីនេះ:

1. រត្តបត្របង្កើតភាពប្រការ ច្រើនជាង 3,417,716.74 លើកពី កម្មវិធី ដូចជា:
   - ពេលឆ្នាំ៣: 2,440,628.3 លើកពី កម្មវិធី
   - ពេលតុល្យ: 258,865.51 លើកពី កម្មវិធី
   - ពេលបង្កើតភាពប្រការ (តម្រូវប្រការបរិសិទ្ធិ): 377,508.26 លើកពី កម្មវិធី
   - ពេលបង្កើត និង ពេលស្តីឃើញប្រការ: 307,405.52 លើកពី កម្មវិធី
   - ពេលដី: 33,309.13 លើកពី កម្មវិធី

2. រត្តបត្របង្កើតភាពប្រការ 967,283.26 លើកពី កម្មវិធី
ໜ້າທານ 4

ມາດຖານນີ້ການຈັດຕິບັດ

1. ປະຕິບັດການການຈັດຕັ້ງເຜີຍແຜນການກໍຄືເອກະສານກອງປະຊຸມຜູ້ບໍລິຫານການສຶກສາແລະກິລາປະຈໍາປີນີ້ໃຫ້ຜູ້ບໍລິຫານການສຶກສາ, ນະຄອນຫຼວງ, ສາຍແສງ, ສາຍຂໍ້ມູນນມືກ່ອນພຸດທະນາຄົນລາຍງານຂະບາງໃຫ້ການຈັດຕັ້ງເຜີຍແຜນການລາຍງານເລີ່ມປະຕິບັດການສຶກສາແລະກິລາປະຈໍາປີນີ້ຂອງປະຊຸມຜູ້ບໍລິຫານການສຶກສາ, ນະຄອນຫຼວງ, ສາຍແສງ, ສາຍຂໍ້ມູນນມືກ່ອນພຸດທະນາຄົນລາຍງານຄຸມຄົວການຈັດຕັ້ງເຜີຍແຜນການລາຍງານເລີ່ມປະຕິບັດການສຶກສາແລະກິລາປະຈໍາປີນີ້ຂອງປະຊຸມຜູ້ບໍລິຫານການສຶກສາ, ນະຄອນຫຼວງ, ສາຍແສງ, ສາຍຂໍ້ມູນນມືກ່ອນພຸດທະນາຄົນລາຍງານຄຸມຄົວ.

2. ສ່ວນແຮງແບບການກົມແລະກະກຸມເປັນການເປັນເປັນແຜນການແລະກິລາປະຈໍາປີນີ້ສາມາດເໂຟລະດາດໄປເປັນບ່ອນອີງໃນການຂະຫຍາຍເປັນແຜນການແລະເປັນໂຄງການລະອຽດແລະຊີ້ນໍາ-ນໍາພາການຈັດຕັ້ງເຜີຍແຜນໃຫ້ຄ່ອງກັບສະພາບການຕົວຈິງຂອງທ້ອງຖິ່ນຕົນໃຫ້ມີປະສິດທິຜົນ.

3. ສ້າງຄ່ອງກັບສະພາບການຕົວຈິງຂອງທ້ອງຖິ່ນຕົນໃຫ້ມີປະສິດທິຜົນ.

4. ປະຕິບັດການສຶກສາແລະກິລາແຕ່ລະຂັ້ນຕ້ອງຊີ້ນໍາ,ນໍາພາ,ຕິດຕາມ,ກວດກາແລະພ້ອມກັນນັ້ນຕ້ອງສະຫລຸບລາຍງານໃຫ້ຂັ້ນເທິງຂອງຕົນຊາບຢ່າງເປັນລະບົບປົກກະຕິ.

5. ນໍາໃຊ້ລະບົບແຜນທີ່ການສຶກສາເພື່ອຂະຫຍາຍຕາໜ່າງການສຶກສາໂດຍໃຫ້ເລີ່ມຈາກຄະນະພັດທະນາການສຶກສາຂັ້ນບ້ານ,ຂັ້ນເມືອງແລະຂັ້ນແຂວງໃນການກໍານົດແຜນການກໍສ້າງຄູຫລືແຜນການພັດທະນາຄຸນນະພາບການສຶກສາແລະກິລາພ້ອມທັງມີສ່ວນຮ່ວມໃນການຕັດສິນແລະຄຸ້ມຄອງບັນດາໂຄງການພັດທະນາການສຶກສາແລະກິລາຕ່າງໆ.

6. ນໍາໃຊ້ລະບົບແຜນທີ່ການສຶກສາແລະກິລາທໍາຄວາມເຂົ້າໃຈຕໍ່ກັບບັນດາໂຄງການຕ່າງໆ,ສືບຕໍ່ຂົນຂວາຍແຫຼ່ງທຶນຊ່ວຍເຫຼືອລ້າແລະສົມທົບທຶນບົນພື້ນຖານການຮ່ວມມືໃນການຈັດຕັ້ງປະຕິບັດກັບບັນດາຕ່າງປະເທດແລະອົງການຈັດຕັ້ງສາກົນຕ່າງໆເພື່ອເຂົ້າໃນການພັດທະນາການສຶກສາແລະກິລາ.
ກະຊວງສຶກສາທິການ 1.

ກະຊວງສຶກສາທິການ ໃນການຕັ້ງປະຕິບັດຮັບຮອງເອົາເປັນມະຕິການຈັດຕັ້ງພາຍໃຕ້ການເປັນປະທານຮ່ວມລະຫວ່າງມາດກອງປະຊຸມເຂດທຸກຈັກນາຄົນທີ່ອອມຂ້າງສູນກາງວັດທະນະທໍາປະຈໍາສະຖານທ້ອງຖານທີ່ໄດ້ຮັບງານສຶກສາຂອງພາກລັດປະມານຂອງຂະແໜງການສຶກສາຍິງຄະນະນໍາແຂວງຫົວພັນລັດຖະມົນຕີວ່າການຂອງແຂວງໆສູນຜູ້ຊ່ວຍລັດຖະມົນຕີຂອງການລົບລ້າງຄວາມບໍ່ຮູ້ໜັງສືຫົວໜ້າສາດສຶກສາແລະກະຊວງສຶກສາທິການທ່ານອະທິການບໍດີມະຫາວິທະຍາໄລສາທາລະນະລັດປະຈໍາປີ2012-2013ຈາກບັນດາສະຖານທິການຕ່າງໆລາວຄໍາສັ່ງແນະນໍາຂອງລັດຖະມົນຕີວ່າການກະຊວງສຶກສາທິການ cháyẳໝວຍກະຊວງສຶກສາທິການໄດ້ຮັບອອມການຈັດຕັ້ງປະຕິບັດຂອງການນອກຈັກພາຍໃຕ້ການເປັນປະທານຮ່ວມລະຫວ່າງມາດກອງປະຊຸມເຂດທຸກຈັກນາຄົນທີ່ອອມຂ້າງສູນກາງວັດທະນະທໍາປະຈໍາສະຖານທີ່ໄດ້ຮັບງານສຶກສາຂອງພາກລັດປະມານຂອງຂະແໜງການສຶກສາຍິງຄະນະນໍາແຂວງຫົວພັນລັດຖະມົນຕີວ່າການຂອງແຂວງໆສູນຜູ້ຊ່ວຍລັດຖະມົນຕີຂອງການລົບລ້າງຄວາມບໍ່stackpathຂອງແຂວງໆສູນຜູ້ຊ່ວຍລັດຖະມົນຕີຂອງການລົບລ້າງຄວາມບໍ່stackpathຂອງແຂວງໆສູນຜູ້ຊ່ວຍລັດຖະມົນຕີຂອງການລົບລ້າງຄວາມບໍ່stackpathຂອງແຂວງໆສູນຜູ້ຊ່ວຍລັດຖະມົນຕີຂອງການລົບລ້າງຄວາມບໍ່stackpathຂອງແຂວງໆສູນຜູ້ຊ່ວຍລັດຖະມົນຕີຂອງການລົບລ້າງຄວາມບໍ່stackpathຂອງແຂວງໆສູນຜູ້ຊ່ວຍລັດຖະມົນຕີຂອງການລົບລ້າງຄວາມບໍ່stackpathຂອງແຂວງໆສູນຜູ້ຊ່ວຍລັດຖະ Macedonian
ແຜນຍຸດທະສາດການປະຕິຮູບລະບົບການສຶກສາຢ່າງເອົາຈິງເອົາຈັງຄ່ອງໃຫ້ດີຂື້ນ
пубນການສຶກສາເພື່ອທຸກຄົນສົກປີຜ່ານການຄົ້ນຄວ້າແລກປ່ຽນຄໍາຄິດເຫັນດີເປັນເອກະພາບຮັບຮອງເອົາໂດຍພື້ນຖານການສຶກສາເຫັນດີນໍາເອົາບົດຮຽນຂອງຄະນະພັກບໍາລຸງຈົບຊັ້ນປະຖົມຄົ້ນຄວ້າແລະສືບຕໍ່ໃຫ້ບຸລິມະສິດສາຍການສຶກສາສະບັບໃໝ່ໃຫ້ບູລິມະສິດຈາກມັດທະຍົມປາຍເຂົ້າເຖິງສະຖາບັນການອາຊີວະສຶກສາສືບຕໍ່ປັບປຸງຄະນະກໍາມະການດໍາເນີນການປະເມີນກົດສາຍສ້າງຄູປັບປຸງຄືນລະບົບການສຶກສານິເທດປະຖົມມອບໃຫ້ອໍານາດການປົກຄອງທ້ອງຖິ່ນສ້າງຕັ້ງສະພາທີ່ປຶກສາການສຶກສາຊັ້ນສູງແຫ່ງຊາດຈັດແບ່ງກະແສການເຄື່ອນຍ້າຍຂອງນັກຮຽນຈາກມັດທະຍົມຕົ້ນການສຶກສາເພື່ອທຸກຄົນກິລາແລະສາຍອາຊີວະສຶກສາພັດທະນາການສຶກສາຂັ້ນບ້ານທົ່ວແຂວງແລະການປະຕິຮູບລະບົບການສຶກສາແຫ່ງຊາດໄລຍະຜິດພາດແມ່ນເມືອງໄຊສະຖານອາຈານຢູ່ບັນດາວິທະຍາໄລແລະບັນຫາຄູເຫຼືອບໍ່ພໍເອກະຊົນປະຖົມເອກະຊົນການສຶກສາທິການກວດກາແຕ່ລະຂັ້ນໃຫ້ມີປະສິດທະຜົນ,ການປະຕິບັດຄາດສາຍໃຫ້ສໍາເລັດຕາມແຜນປະຕິຮູບລະບົບການສຶກສາທິການ

4.1 濞ອ້ຍທີ່ການປະຕິຮູບຢ່າງເອົາຈິງເອົາຈັງແລະເຮັດສຶກສາທາງແລະກິດຈະບິດ,ມີງິດແລະແນວການປະຕິຮູບການສຶກສາເຫັນດີໃນໜ້ານສະຫວັດສາຍສາຍສະຫຼາດໂດຍສຸມນຸມສາຍສະຫວັດສາຍສະຫວັດສາຍຄຸ້ມຄອງສາຍສ້າງການສຶກສາຊັ້ນສູງແຫ່ງຊາດໃຫ້ໄດ້ຮັບຜົນດີແລະການປະຕິຮູບລະບົບການສຶກສາທິການໄລຍະ

4.2 ອັນການຂັ້ນອອກຕັ້ງປະທານໄດ້ກ່ຽວກັບສາຍວົງສຶກສາຕ່າງໆມະຫາວິທະຍາໄລແລະການປະຕິບັດຄາດສາຍສ້າງຄຸ້ມຄອງສາຍສະຫວັດສາຍສະຫວັດສາຍຄຸ້ມຄອງສາຍສະຫວັດສາຍຄວາມສອດແລະບັນທັງຂອງລັດພາກເອກະຊົນ,ສາຍສະຫວາງສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັດສາຍສະຫວັด
4.14 ប្រយោ颊បង្កើតសម្រាប់អត្ថបទទ្រង់ឈ្នះការប្រការនៅក្នុងការសិក្សារៀនក្នុងប្រទេសកម្ពុជា និងការធ្វើការក្នុងក្នុងការប្រការនៅក្នុងក្នុងប្រទេសកម្ពុជា។

ការប្រការដោយសារតែលេខផ្សេងៗរបស់ក្រុមនេះ សារឈ្មោះសម្រាប់ក្រុមនេះ ៖ ២០១៣-២០១៤។ ស្តើងស្តែងទុកពីការប្រការនៅក្នុងប្រទេសកម្ពុជាចំនួនថ្ងៃ។

ប្រយោជន៍ដែលមានសមាងឲ្យឈ្មោះទំនុកខ្លួនឬក្រុមបំផុតនៃការប្រការនៅក្នុងអន្តរជាតិ។

ប្រយោជន៍ដែលមានសមាងឲ្យឈ្មោះទំនុកខ្លួនឬក្រុមបំផុតនៃការប្រការនៅក្នុងអន្តរជាតិ។
ບໍລິການສະຖານະພາບລາຍງານຂອງປະຊຸມລັດຖະມົນຕີສາກົນແລະກະຊວງສຶກສາທິການພື່ນ້ອງປະຊາຊົນບັນດາເຜົ່າຊາວແຂວງຫົວພັນທີ່ນັກງານສະຖານະພາບຂອງຄູອາຈານສອນທີ່ພວກເຮົາໄດ້ປະຕິບັດ 2013 ໂດຍສະຖານະຄາດໝາຍທຸກປະການໄດ້ຮັບເງິນເດືອນຫຼາຍກ່ວາເກົ່າໃນທົ່ວສັງຄົມກໍເລີ່ມເຂົ້າໃຈທິດຄັດກິລາທົ່ງປະເທດປະຈໍາປີຄະນະຮັບຜິດຊອບກອງປະຊຸມປ່ຽນທັດສະນະ ໄດ້ຮັບເງິນຊຸດເຄື່ອງແບບຂອງພະນັກງານສະຖານະພາບຂອງຄູອາຈານສອນທີ່ພວກເຮົາໄດ້ປະຕິບັດ 2013 ໂດຍສະຖານະຄາດໝາຍທຸກປະການໄດ້ຮັບເງິນເດືອນຫຼາຍກ່ວາເກົ່າໃນທົ່ວສັງຄົມກໍເລີ່ມເຂົ້າໃຈ ໃພິ່ນຄະນະໂທດນີ້ ມາຮອດເວລານີ້ໄດ້ສິ້ນສຸດລົງດ້ວຍຜົນສໍາເລັດອັນຈົບງາມຕາມຈຸດປະສົງກະສານຄຸນນະພາບໃໝ່ຕາມມາດຕະຖານປະກັນຄຸນນະພາບການສຶກສາແຫ່ງຊາດຂອງແຕ່ລະຊັ້ນ: - ຄະນະຮັບຜິດຊອບກອງປະຊຸມ - ຄູອາຈານສອນ - ການທີ່ມີລັກສະນະຫັດກຸມຂຶ້ນກ່ວາເກົ່າ ທີ່ດ້ວຍຄວາມຮັບຜິດຊອບຢ່າງເອົາຈັງເອົາຈັງ, ໃນສະຖານະຄາດໝາຍທຸກປະການໄດ້ຮັບເງິນຊຸດເຄື່ອງແບບຂອງພະນັກງານສະຖານະພາບຂອງຄູອາຈານສອນທີ່ພວກເຮົາໄດ້ປະຕິບັດ 2013 ໂດຍສະຖານະຄາດໝາຍທຸກປະການໄດ້ຮັບເງິນຊຸດເຄື່ອງແບບຂອງພະນັກງານສະຖານະພາບຂອງຄູອາຈານສອນທີ່ພວກເຮົາໄດ້ປະຕິບັດ 2013 ໂດຍສະຖານະຄາດໝາຍທຸກປະການໄດ້ຮັບເງິນຊຸດເຄື່ອງແບບຂອງພະນັກງານສະຖານະພາບຂອງຄູອາຈານສອນທີ່ພວກເຮົາໄດ້ປະຕິບັດ 2013 ໂດຍສະຖານະຄາດໝາຍທຸກປະການໄດ້ຮັບເງິນຊຸດເຄື່ອງແບບຂອງພະນັກງານສະຖານະພາບຂອງຄູອາຈານສອນທີ່ພວກເຮົາໄດ້ປະຕິບັດ 2013 ໂດຍສະຖານະຄາດໝາຍທຸກປະການໄດ້ຮັບເງິນຊຸດເຄື່ອງແບບຂອງພະນັກງານສະຖານະພາບຂອງຄູອາຈານສອນທີ່ພວກເຮົາໄດ້ປະຕິบ
1. ក្រុងត្រូវបានបញ្ជាក់ថាក្នុងការអភិវឌ្ឍន៍ក្នុងឆ្នាំ 2015 បានដឹកនាំដោយក្នុងប្រទេស 2 និង 3 ដែលមិនមែនប្រទេសខាងបើប្រទេសនេះទេ។

(1) ដូច្នេះក្រុងត្រូវបានបញ្ជាក់ថាក្នុងឆ្នាំ 2015 បានដឹកនាំដោយក្នុងប្រទេស 2 និង 3 ដែលមិនមែនប្រទេសអនាគតមិនមែនប្រទេសទេ។ ក្នុងករណីនេះ ការបញ្ជាក់ត្រូវតែបំពេញដោយក្នុងទំនិញ 31 ខែក្នុងឆ្នាំ 2015 និង 32 ខែក្នុងឆ្នាំ 2015 ។ ក្នុងករណីនេះ ក្នុងប្រទេសទាំងអស់។

(2) ក្នុងប្រទេសទាំងនេះ ក្នុងត្រូវបានបញ្ជាក់ថាក្នុងឆ្នាំ 2015 បានដឹកនាំដោយក្នុងប្រទេស 2 និង 3 ដែលមិនមែនប្រទេសអនាគតមិនមែនប្រទេសទេ។

(3) ក្នុងប្រទេសទាំងនេះ ក្នុងត្រូវបានបញ្ជាក់ថាក្នុងឆ្នាំ 2015 បានដឹកនាំដោយក្នុងប្រទេស 2 និង 3 ដែលមិនមែនប្រទេសអនាគតមិនមែនប្រទេសទេ។ ក្នុងករណីនេះ ការបញ្ជាក់ត្រូវតែបំពេញដោយក្នុងទំនិញ 31 ខែក្នុងឆ្នាំ 2015 និង 32 ខែក្នុងឆ្នាំ 2015 ។ ក្នុងករណីនេះ ក្នុងប្រទេសទាំងអស់។
(4) សិនតែប្រព័ន្ធរបស់ 3 នៅទីផ្សារកម្មវិធីការសិក្សា និង កុមា ដោយនិយាយភាពបារាសិក្សាដើម្បីស្គាល់អត្ថប្រយោជន៍ក្នុងការសិក្សា សម្រែង កុមារ ហើយកុមារសម្រែងបានប្រតិត្តន៍ក្នុងការសិក្សា។

(5) ដោយប្រឈមពីប្រព័ន្ធកម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នា ដោយសារតំនៀកវិបត្តិកុមារនិងកុមា ដោយប្រាត្រូវបានប្រតិត្តន៍ក្នុងការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នាជាក្រុមមនុស្ស និងតំបន់នៃការសិក្សារបស់កម្មវិធីការសិក្សាជាប់គ្នា}
ສ່ວນການທັມຂອງການຮຽນພັດທະນານັ້ນສະເຫຼີມສະຫຼອງວັນຄູແຫ່ງຊາດຄົບຮອບສໍາລັບການພັດທະນາວຽກງານຄຸມຄອງເວັບແມ່ນ،ຂອງຄຸມຄອງແມ່ນໂດຍສະເພາະແມ່ນເຫັນດີເປັນເອກະພາບຂອງຂອງການກະກຽມແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນໃຫ້ໄປຕາມລະບຽບຫຼັກການແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນໃຫ້ໄປຕາມລະບຽບຫຼັກການແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນໃຫ້ໄປຕາມລະບຽບຫຼັກການແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນ布拉ບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນໃຫ້ໄປຕາມລະບຽບຫຼັກການແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາ布拉ບັนດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນ布拉ບັนດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນໃຫ້ໄປຕາມລະບຽບຫຼັກການແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາ布拉ບັนດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນ布拉ບັนດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນໃຫ້ໄປຕາມລະບຽບຫຼັກການແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາ布拉ບັนດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນ布拉ບັนດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນໃຫ້ໄປຕາມລະບຽບຫຼັກການແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາ布拉ບັນດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນ布拉ບັนດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນໃຫ້ໄປຕາມລະບຽບຫຼັກການແລ້ວນັ້ນນັ້ນມ່ວນຊື່ນຊາດຄົບຮອບກໍລະກົດສໍາລັບການພັດທະນາວຽກງານກິລາ布拉ບັนດາສະຫາຍປະຕິບັດແຜນແບ່ງນັກຮຽນ布拉ບັนດາສະຫາ瑶ຄັບຮອບ
ອັນໃດບໍ່ທັນສອດຄ່ອງ, ມັນບໍ່ຂັດເຂົ້າ, ມັນບໍ່ທັນຈະແຈ້ງ ທີ່ຈະເປັນໃຫ້ສອດຄ່ອງກົມກຽວຊຶ່ງກັນແລະກັນດີຂຶ້ນ.

ສຸດທ້າຍນີ້ອີກເທື່ອໜຶ່ງຕາງໜ້າໃຫ້ຄະນະນໍາກະຊວງສຶກສາທິການແລະກິລາ, ກະທາຍການປະຊຸມທ່ານທີ່ສະຫຼະເວລາອັນມີຄ່າແລະເດີນທາງມາອັນຍາວໄກມາເຂົ້າຮ່ວມກອງປະຊຸມຄັ້ງນີ້ຕາມການເຊື້ອເຊີນແລະພ້ອມກັນປະກອບສ່ວນຢ່າງຕັ້ງໜ້າເຂົ້າໃນການພັດທະນາການສຶກສາແລະກິລາໃນຕໍ່ໜ້າ. ຂໍ່ອວຍພອນໃຫ້ບັນດາທ່ານຈົ່ງມີສຸຂະພາບເຂັ້ມແຂງ,ມີຄວາມສຸກແລະປະສົບຜົນສໍາເລັດໃນໜ້າທີ່ວຽກງານຂອງຕົນແລະຂໍໃຫ້ບັນດາທ່ານທຸກໆທ່ານຈົ່ງເດີນທາງກັບຄືນຫາຄອບຄົວ,ກົມກອງທ້ອງຖິ່ນຂອງຕົນດ້ວຍຄວາມສະຫວັດດີພາບແລະປອດໄພທຸກປະການ.

ຕາງຫນ້າໃຫ້ຄະນະປະທານກອງປະຊຸມ,ຂໍປະກາດປິດກອງປະຊຸມຜູ້ບໍລິຫານການສຶກສາແລະກິລາທົ່ວປະເທດປະຈໍາປີ 2013ຢ່າງເປັນທາງການ. ໜ້າເຂົ້າຮ່ວມກອງປະຊຸມຄັ້ງນີ້ນີ້ໃຫ້ບັນດາທ່ານທຸກໆທ່ານຈົ່ງເດີນທາງກັບຄືນຫາຄອບຄົວ,ກົມກອງທ້ອງຖິ່ນຂອງຕົນດ້ວຍຄວາມສະຫວັດດີພາບແລະປອດໄພທຸກປະການ.

ອອນບັດ.

-------------------------------

50
# Table of Content

<table>
<thead>
<tr>
<th>Part I</th>
<th>}</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pillar 1: Expand Equitable Access to Education</td>
<td>}</td>
<td>4</td>
</tr>
<tr>
<td>1.1. Basic Education</td>
<td>}</td>
<td>4</td>
</tr>
<tr>
<td>1.1.1. Early Childhood Education</td>
<td>}</td>
<td>4</td>
</tr>
<tr>
<td>1.1.2. Primary Education</td>
<td>}</td>
<td>6</td>
</tr>
<tr>
<td>1.1.3. Lower Secondary Education</td>
<td>}</td>
<td>8</td>
</tr>
<tr>
<td>1.1.4. Non-formal Education</td>
<td>}</td>
<td>10</td>
</tr>
<tr>
<td>1.1.4.1. Eradication of Illiteracy</td>
<td>}</td>
<td>10</td>
</tr>
<tr>
<td>1.1.4.2. Upgrading Education through Education Equivalency Programme</td>
<td>}</td>
<td>10</td>
</tr>
<tr>
<td>1.1.4.3. Basic Vocational Training</td>
<td>}</td>
<td>11</td>
</tr>
<tr>
<td>1.2. Post-Basic Level Education</td>
<td>}</td>
<td>11</td>
</tr>
<tr>
<td>1.2.1. Upper-Secondary Education</td>
<td>}</td>
<td>11</td>
</tr>
<tr>
<td>1.2.2. Vocational Education and Technical Training</td>
<td>}</td>
<td>12</td>
</tr>
<tr>
<td>1.2.3. Higher Education</td>
<td>}</td>
<td>13</td>
</tr>
<tr>
<td>1.2.4. Teacher Education, Physical Education, and Arts Education</td>
<td>}</td>
<td>14</td>
</tr>
<tr>
<td>1.3. Sports and Gymnastics</td>
<td>}</td>
<td>15</td>
</tr>
<tr>
<td>1.3.1. Mass Sports and Gymnastics</td>
<td>}</td>
<td>16</td>
</tr>
<tr>
<td>1.3.2. Elite Sports and Gymnastics</td>
<td>}</td>
<td>16</td>
</tr>
<tr>
<td>1.3.3. Construction of National Training Centers</td>
<td>}</td>
<td>17</td>
</tr>
<tr>
<td>2. Pillar 2: Improve Quality and Relevance</td>
<td>}</td>
<td>17</td>
</tr>
<tr>
<td>2.1. The Development of Curriculum</td>
<td>}</td>
<td>17</td>
</tr>
<tr>
<td>2.1.1. Curriculum for General Education</td>
<td>}</td>
<td>17</td>
</tr>
<tr>
<td>2.1.2. Curriculum for Non-formal Education</td>
<td>}</td>
<td>18</td>
</tr>
<tr>
<td>2.1.3. Curriculum for Teacher Training</td>
<td>}</td>
<td>19</td>
</tr>
<tr>
<td>2.1.4. Curriculum for Vocational Education</td>
<td>}</td>
<td>19</td>
</tr>
<tr>
<td>2.1.5. Curriculum for Higher Education</td>
<td>}</td>
<td>20</td>
</tr>
<tr>
<td>2.1.6. Arts and Physical Education Curriculum</td>
<td>}</td>
<td>20</td>
</tr>
<tr>
<td>2.2. Provision of Learning and Teaching Equipment and Basic Materials</td>
<td>}</td>
<td>21</td>
</tr>
<tr>
<td>2.3. Teacher Training</td>
<td>}</td>
<td>21</td>
</tr>
<tr>
<td>2.3.1. Teacher Development and Training</td>
<td>}</td>
<td>21</td>
</tr>
<tr>
<td>2.4. Analytical Studies and Experimental Researches</td>
<td>}</td>
<td>22</td>
</tr>
<tr>
<td>2.5. Education Quality Assurance</td>
<td>}</td>
<td>22</td>
</tr>
<tr>
<td>2.6. Improving the Quality of Sports and Gymnastics</td>
<td>}</td>
<td>23</td>
</tr>
<tr>
<td>3. Pillar 3: Education Administration and Management Programme</td>
<td>}</td>
<td>23</td>
</tr>
<tr>
<td>3.1. Organization and Personnel Affairs</td>
<td>}</td>
<td>23</td>
</tr>
<tr>
<td>3.1.1. Improvement of Organizational Mechanism</td>
<td>}</td>
<td>23</td>
</tr>
<tr>
<td>3.1.2. Personnel Affairs</td>
<td>}</td>
<td>24</td>
</tr>
<tr>
<td>3.1.3. Legislations</td>
<td>}</td>
<td>24</td>
</tr>
<tr>
<td>3.1.4. Staffs Development</td>
<td>}</td>
<td>25</td>
</tr>
<tr>
<td>3.1.5. Management of Civil Servants</td>
<td>}</td>
<td>25</td>
</tr>
<tr>
<td>3.1.6. Policy of Admiration</td>
<td>}</td>
<td>25</td>
</tr>
<tr>
<td>3.2. Education Data Management</td>
<td>}</td>
<td>26</td>
</tr>
<tr>
<td>3.3. Planning and Finance</td>
<td>}</td>
<td>26</td>
</tr>
<tr>
<td>3.3.1. Planning</td>
<td>}</td>
<td>26</td>
</tr>
<tr>
<td>3.3.2. Finance</td>
<td>}</td>
<td>27</td>
</tr>
<tr>
<td>3.4. External Relations and Cooperation</td>
<td>}</td>
<td>27</td>
</tr>
<tr>
<td>3.5. Education Inspections</td>
<td>}</td>
<td>28</td>
</tr>
</tbody>
</table>

| Part II | } | 29 |
| 1. Pillar 2: Expand Equitable Access to Education | } | 29 |
1.1. Basic Education ........................................................................................................ 29
  1.1.1. Early Childhood Education ............................................................................... 29
  1.1.2. Primary Education .............................................................................................. 29
  1.1.3. Inclusive Education ............................................................................................ 30
  1.1.4. Lower Secondary Education .............................................................................. 30
  1.1.5. Non-Formal Education ...................................................................................... 30
1.2. Post-Basic Level Education ....................................................................................... 31
  1.2.1. Upper Secondary and General Vocational Education ............................................ 31
  1.2.2. Technical Education and Vocational Training ....................................................... 31
  1.2.3. Teacher Training, Physical Education, and Arts Education .................................... 32
    1.2.3.1. Teacher Training .............................................................................................. 32
    1.2.3.2. Physical Education and Arts Education ............................................................ 32
  1.2.4. Higher Education ................................................................................................ 33
1.3. Sports .......................................................................................................................... 33
  1.3.1. Creation and Amendment of Legislations ............................................................... 33
  1.3.2. Mass Sports and Gymnastics ............................................................................... 34
  1.3.3. Elite Sports and Gymnastics ............................................................................... 34
  1.3.4. National Sports Training Centers ......................................................................... 35
  1.3.5. National Sports Stadium .................................................................................... 35
  1.3.6. Coordination and the National Commission for Olympic .................................... 35
  1.3.7. Public Information Centers ................................................................................ 35
  1.3.8. Preparations for the Holding of the 5th Nationwide Secondary Student Games .... 36
2. Pillar 2: Improve Education Quality and Relevancy ..................................................... 36
  2.1. Curriculum Development ....................................................................................... 36
    2.1.1. General Education Curriculum .......................................................................... 36
    2.1.2. Teacher Training Curriculum ............................................................................ 36
    2.1.3. Physical Education and Arts Education Curriculum ............................................ 37
    2.1.4. Technical and Vocational Education Curriculum .............................................. 37
    2.1.5. Higher Education Curriculum ........................................................................... 37
    2.1.6. Non-Formal Education Curriculum ................................................................... 37
  2.2. Provision of Learning and Teaching Equipment and Basic Materials ......................... 38
  2.3. Teacher Training .................................................................................................... 38
  2.4. Analytical Study and Experimental Research .......................................................... 39
  2.5. Education Quality Assurance ................................................................................ 39
3. Pillar 3: Education Management and Administration .................................................. 39
  3.1. Political Concepts and Policies ............................................................................... 39
  3.2. Improvements of Organizational Mechanism ........................................................ 39
  3.3. Civil Servant Placement and Management ............................................................. 40
  3.4. Policies of Admirations .......................................................................................... 40
  3.5. Education Management of Information System ....................................................... 40
  3.6. Strengthening Capacity on Planning and Finance ................................................... 40
    3.6.1. Planning ................................................................................................................ 40
    3.6.2. Finance .................................................................................................................. 41
  3.7. External Relations and Cooperation ........................................................................ 41
  3.8. Monitoring, Inspections, and Evaluations ............................................................... 42

Part III .......................................................................................................................... 43
Part IV .............................................................................................................................. 45

Table 1: Comparison Number of Students and Teachers in ECE ........................................ 4
Table 2: Comparison of Performance Indicators in ECE .................................................... 4
Table 3: Comparison of Performance Indicators in Primary Education ............................................................ 6
Table 4: Internal Efficiency Indicators .............................................................................................................. 7
Table 5: Comparison of Lower Secondary Education Data between 2011-2012 and 2012-2013 ..................... 8
Table 6: Indicators for Upgrading Education through Education Equivalency Programme for 2012-2013 ... 10
Table 7: Comparison of Indicators for Upper Secondary Education ............................................................... 11
Table 8: Comparison of Numbers of Students in each Sector ........................................................................ 13
Table: Total Expenditures ................................................................................................................................ 43
Table: Recurrent Expenditures Separated by Sub-Sector (units in millions of kip) ........................................ 43

Figure 1: Comparison of Children 3-5 Years Old Enrolment Rate by Province ............................................. 5
Figures 2: Net Intake Rate in Grade 1 .............................................................................................................. 6
Figures 3: Net Enrolment in Primary Education ............................................................................................. 7
Figure 4: Lower Secondary Education Gross Enrolment Rate ...................................................................... 9
Figure 5: Comparison of Enrolment Rates between 2012-13 and the Projection for 2015 ......................... 12
Executive Summary

2012-2013 was the third year in which the Ministry of Education and Sports (MoES) has paid special attention to the implementation of the Resolutions of the 9th Party Congress, the Seventh 5-Year National Socio-Economic Development Plan (NSED) of the government, and the Seventh 5-Year Education and Sports Development Plan, which has included the National Education System Reform Strategy (NESRS) the Education Sector Development Framework (ESDF), the Education for All National Plan of Action (EFA NPA), and the Sport and Gymnastics Strategy. Under the leadership of the MoES Cabinet, education administrators from central through to local levels have been making every effort to perform the duties assigned to them by the Party and State, which has resulted in the following basic achievements:

In 2012-2013, education work at each level and stream nationwide has seen positive progress. The numbers of students, classrooms, and teachers of each level and stream, both in the public and private sector, have risen from those of 2011-2012.

The enrolment rate of children aged 3-5 years old has increased from 28% to 33%, the net enrolment rate in grade 1 has risen from 90% to 93.4%, the primary school net enrollment rate has increased from 95.2% in 2011-2012 to 96.8% in 2012-2013, and it is expected that the target of 98% will be reached by 2015. The gender parity index (GPI) in the 6-10-year age group is now at 0.95 and the gross enrolment rate in lower secondary education has risen from 64.7% to 69%. Non-formal education has expanded in both quantity and quality, such as in the eradication of illiteracy, promoting general education graduation through equivalency education programme, and basic vocational training and there are now 131 districts which have been declared as having completed primary education level.

Hand-in-hand with basic education, the post-basic education has been improved in order to implement the Party policy of building occupational skills to respond to labor market demand. The MoES has paid special attention to developing vocational education by improving the basic infrastructure of vocational institutes in all provinces. The policy for allowance provision has been improved through the interviewing of students from poor and remote areas to come and study certain subject areas needed by society. Furthermore, the MoES re-adjusted policy in order to promote more students admission to study in vocational education subjects and reducing number of students received scholarship admitting to university level from 30% in 2012 to 25% in 2013.

As regards sports, the 9th National Games and the 1st National Paralympic Games in Luangprabang province were held successfully. Success was also earned at the 26th SEA Games in Indonesia, with Laos winning 9 gold medals, 12 silver medals, and 37 bronze medals, making for a total of 58 in all and putting Laos in 8th ranking out of the 11 countries participating. Yet further success was achieved in the 6th ASEAN Paralympic Games in Indonesia and Laos has participated in various tournaments organized by Asian associations and federations, such as the 15th Asia-Pacific Petanque Championship and the World Petanque Championships in Madagascar.
In addition to improvement of education accessibility, efforts have been made to improving the quality, management, and administration of education and curricula and learning and teaching materials at all levels from kindergarten right up to higher education have been improved. Textbooks and teacher’s handbooks have been printed and distributed to schools nationwide. Research and study has been emphasized on the creation of short- and long-term training curricula regarding learning-teaching at higher educational institutes for business people.

In 2012-2013, the government provided a total budget of 3,811,909.74 million kip to the education sector, equal to 16.70% of government spending, not including budgets for educational institutes operating under other sectors.

The Ministry of Education and Sports considers education inspections as an important factor in raising the level of responsibility of education administrators and education inspection committees in the correct implementation of Party policies, State legal regulations, and education development plans and regular monitoring and evaluation takes place into administrators and inspection committees at each level.

Together with the above successes, education development still faces many limitations and challenges. For example, early child education is expanding in cities but the opposite is true in small towns, where kindergarten education is expanding slowly. The dropout and repetition rates of students at primary level remain high, especially in grade 1 and grade 2. The survival rate to grade 5 is therefore just 73.3% and it is expected to reach only 78-80% by 2015. The secondary student dropout rate in the Southern provinces remains high. The development of skillful labours remains inconsistent with market demand, which runs contrary to the specifications of the Seventh 5-Year NSEDP. A number of those graduating from higher vocational education remain unemployed because entrepreneurs mostly require personnel who have graduated with a bachelor’s degree or higher and the salary policies of both the State and private sector are based on educational levels (qualifications) as a standard for calculating salaries.

Therefore, in order to overcome these issues and challenges and based on the successes, potentials, policies, and exiting current resources for 2013-2014, the education and sports sector will be focusing on implementation in achieving the objectives laid out in the Seventh 5-Year Education and Sports Development Plan (2011-2015) and Phase II of the NESRS in connection with issuance of Resolution No. 3 of the central party committee and Instructions 16/PM, which have the following focus points:

First: Promote teaching and learning children through pre-primary education/class and community based school readiness (Play Groups), increase the training of kindergarten teachers, improve buildings, locations, and facilities at kindergartens and pre-primary classrooms in order to achieve an enrolment rate of 36% for children of 3-5 years old and 57% for children age of 5 years old. In primary education, aims to achieve survival rate to grade 5 to 77% by emphasizing on implementation of progressive promotion policy at all; Redeployment of teachers especially from places where there are an exceeding number of teachers to remote areas where their numbers are insufficient. Continue with the implementation on the training for village education development committees (VEDCs) to all; In order to improve the secondary school enrolment rate, pay close attention to and focus
on constructing dormitories for teachers and students at secondary schools where they are needed; Strengthen and raise the capacities of principals and teachers at secondary schools; at the same time promote vocational schools to increase their admission of students in specialized and technical fields which have the potential for socio-economic development; formulate a plan of teachers’ demands, recruitment, supply in relevance with actual usage.

Second: In parallel with the work plan on education access and expansion, the Ministry of Education and Sports also continue to improve educational quality standards, especially for both public and private vocational institutes and universities; Continue to provide textbooks and teaching and learning materials to schools nationwide.

Third: Pay close attention to the learning of political theory for civil servants who will succeed and continue working in education sector; Support and monitor the performance under roles and responsibilities at Provincial Education and Sports Services (PESSs) and District Education and Sports Bureaus (DESBs) in their implementation of the Three-Build Directive of the government and of the Ministry of Education and Sports. Improve system for formulation of the plan aligning with budget plan, as well as continuing strengthen capacity for planning and financial officers at provincial, district, related education institutions; Improve reporting and information systems at all levels; strengthen capacities among financial officials at ministry, provincial, district, and school level on management of school block-grant . Pay close attention to strengthen capacity on monitoring, and evaluation for officials at Ministry of Education and Sports in collaboration with the relevant sectors and conducting monitoring inspection on the implementation of policies, laws, plans, rights and duties, and responsibilities of civil servants of Ministry of Education and Sports..
Part I
Achievements in Education and Sports during 2012-2013

1. Pillar 1: Expand Equitable Access to Education

1.1. Basic Education

1.1.1. Early Childhood Education

In 2012-2013, early childhood education was developed through the creation of pre-primary classes and the community based school readiness (play groups) in some districts under UNICEF support and the Education for All Fast Track Initiative (EFA FTI). Currently, there are 1,802 nursery schools and kindergartens nationwide, 417 nursery classrooms, 3,661 kindergarten classrooms, and 1,878 pre-primary classrooms. There are a total of 137,359 students in both public and private nursery and kindergarten schools, 68,393 of whom are girls, an increase of 17,430 students, equal to 14.5%, from the previous year, as detailed in Tables 1 and 2 below:

In addition to the public educational institutes, the private sector has played a part in developing early childhood education, especially in cities. In 2012-2013, 31,626 children enrolled in private schools, 15,266 of whom were girls, accounting for 23.0% of all students.

Table 1: Comparison Number of Students and Teachers in ECE

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th></th>
<th></th>
<th>2012-2013</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Girls</td>
<td>Boys</td>
<td>Total</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Number of students</td>
<td>119,929</td>
<td>59,914</td>
<td>60,015</td>
<td>137,359</td>
<td>68,398</td>
<td>68,961</td>
</tr>
<tr>
<td>Number of teachers</td>
<td>6,768</td>
<td>6,535</td>
<td>233</td>
<td>7,722</td>
<td>7,478</td>
<td>243</td>
</tr>
</tbody>
</table>

Table 2: Comparison of Performance Indicators in ECE

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2011-2012</th>
<th></th>
<th></th>
<th>2012-2013</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Girls</td>
<td>Boys</td>
<td>Total</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>0-2-yr enrolment rate (%)</td>
<td>2.5</td>
<td>2.5</td>
<td>2.6</td>
<td>2.8</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>3-4-yr enrolment rate (%)</td>
<td>19.3</td>
<td>19.3</td>
<td>19.1</td>
<td>22.3</td>
<td>22.6</td>
<td>22.1</td>
</tr>
<tr>
<td>5-yr enrolment rate (%)</td>
<td>46.6</td>
<td>46.4</td>
<td>46.8</td>
<td>52.9</td>
<td>53.0</td>
<td>52.8</td>
</tr>
<tr>
<td>3-5-yr enrolment rate (%)</td>
<td>28.6</td>
<td>28.5</td>
<td>28.6</td>
<td>33.0</td>
<td>33.1</td>
<td>32.9</td>
</tr>
</tbody>
</table>

Despite the overall improvements to the development of early childhood education, this development is mostly taking place in cities. The progress of expansion early childhood education is still slow in the southern provinces of the country and it can be seen that of the 9 provinces nationwide, while in 7 Southern provinces the 3-5-year enrolment rate is less than 30% and not expected to meet the 39% target by 2015. See Figure 1.
Together with these achievements, following the implementation of early childhood education programme, there remain many problems and challenges to implementation, such as:

- **Problems and challenges:**
  - The expansion of work connected with nursery and kindergarten education remains slow. Furthermore, there is a great disparity between such expansions in different areas.
  - The expansion and actual teaching and learning methods in pre-primary classes have not yet met the standards.

- **Causes:**
  - The dissemination of the importance of early childhood education in communities still lacks coverage, causing parents and guardians not to send their children to school.
  - Number of villages are scattered, plus there are few number of target school ages.
  - Public investment in basic infrastructure for early childhood education programmer remains low.
  - There remain many schools which use primary school teachers to teach pre-primary classes and many at which pre-primary and grade 1 classes are combined into multigame (MG) classes.
  - Teacher training remains limited, rendering the provision of sufficient teachers for local demand impossible. Furthermore, a number of teachers do not return to their locality after having graduated.
1.1.2. Primary Education

In 2012-2013, primary education developed in many aspects, especially in improvements to basic infrastructure. The government provided a school block-grant based on student unit cost of 50,000 kip per person per year, provides allowance to students from poor families, especially those studying at ethnic schools, and also, under the EFA FTI project, provides foods for schools in areas where there is a food shortage. This has been gradually improving primary education, as is detailed by the indicators in the table below:

Table 3: Comparison of Performance Indicators in Primary Education

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Girls</td>
</tr>
<tr>
<td>Enrolment rate of children who have passed through kindergarten (%)</td>
<td>35.4</td>
<td>35.1</td>
</tr>
<tr>
<td>Gross enrolment rate (%)</td>
<td>121.9</td>
<td>118.5</td>
</tr>
<tr>
<td>Net enrolment rate (%)</td>
<td>95.2</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Overall, the grade 1 and primary education net enrolment rates will be able to reach 98% by 2015 but if we take a look at provincial level, we can see that there remains a great development disparity (see Figures 2 and 3).

Figures 2: Net Intake Rate in Grade 1

Source: Lao EduInfo
In 2012-2013, it can be seen that many provinces have achieved a primary education net enrolment rate of over 98% already and a further two provinces are fast approaching the mark. 6 provinces still have a net enrolment rate which is lower than the national average, which will require special attention if the 98% target is to be reached by 2015.

Although the national primary education net enrolment rate is good, the survival rate to grade 5 remains low at just 73.30% and is expected to rise to just 78-80% in 2015 owing to high repetition and dropout rates, some provinces, such as Phongsaly, Khammouane, and Attapeu, having repetition rate in grade 1 of over 30%; for Oudomxay, Houaphan, Salavan, and Attapeu, having drop-out rate in grade 1 of over 15%. Table 4 below shows the internal efficiency of education for 2012-2013:

Table 4: Internal Efficiency Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P1-P5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion rate (%)</td>
<td>68.9</td>
<td>86.7</td>
<td>89.1</td>
<td>91.5</td>
<td>95.2</td>
<td>84.6</td>
</tr>
<tr>
<td>Repetition rate (%)</td>
<td>20.1</td>
<td>8.8</td>
<td>5.6</td>
<td>3.5</td>
<td>1.1</td>
<td>9.0</td>
</tr>
<tr>
<td>Dropout rate (%)</td>
<td>11.0</td>
<td>4.5</td>
<td>5.3</td>
<td>5.0</td>
<td>3.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Survival rate (%)</td>
<td>100</td>
<td>86.2</td>
<td>81.9</td>
<td>77.3</td>
<td>73.3</td>
<td>Primary level completion 70.6</td>
</tr>
</tbody>
</table>

In addition with the achievements described above, primary education still faces problems and challenges, for example:
- **Problems and challenges:**
  - There is still a huge number of children of the wrong age being admitted to P1, resulting in a high gross enrolment rate of 124%.
  - The repetition and dropout rates at primary level remain high, especially for P1 and P2.

- **Causes:**
  - The demographic data collected for each age remains inaccurate. In rural areas, parents are unable to say how old their children are so send them to school at the wrong age.
  - The progress on expansion of complete schools from the incomplete schools is slow.
  - Teacher placement lacks coverage, leading to rural areas facing teacher shortages, in turn resulting in high percentages of multi-grade classes teaching. Certain schools teach multi-grade classes up to three grades, rendering teachers unable to impart knowledge to all students.
  - Teacher training still lacks coverage, especially in methods for teaching multi-grade classes and for the conduct of progressive grade promotions. The teaching of multi-grade classes and the implementation of the policy of progressive grade promotions still fails to take place according to the methods specified.
  - Students fail to complete their courses based on requirements in the curriculum because when the production season begins, they have to go out into their fields, which lie far away from their home and school, with their parents to farm.

### 1.1.3. Lower Secondary Education

In 2012-2013, the government and international organizations continued to develop lower-secondary education in order to meet the set targets with an emphasis on constructing basic infrastructure, such as school buildings, student and teacher dormitories, the provision of a certain amount of learning and teaching materials, and that is able to support for more students in remote villages to gain access to secondary education. In parallel with the government’s investment, there are also number of support programs and projects by development partners in providing scholarships for disadvantaged children; textbooks; construction-repair of basic infrastructure and upgrading and training for teachers.

In order to promote ethnic children and children from disadvantaged families to further their education into lower-secondary level, the government and local authorities have made great efforts to expand ethnic boarding schools. In 2012-2013, there were ethnic students from various ethnicities and different cultures inclusively studied in all 24 general ethnic boarding schools nationwide totally 10,899 students, 4,258 students were female.

| Table 5: Comparison of Lower Secondary Education Data between 2011-2012 and 2012-2013 |
|---------------------------------------------|-----------------|-----------------|
| **Indicator**                             | **2011-2012**   | **2012-2013**   |
| Number of classrooms                      | 9,217           | 9,946           |
| Number of students                        | 361,875 (167,040 girls) | 385,552 (180,030) girls |
| Gross enrolment rate (%)                  | 64.7            | 69.0            |
| Promotion rate (%)                        | 88.2            | 90.1            |
| GPI                                        | 0.86            | 0.91            |
Although the national average lower-secondary education gross enrolment rate reached 69%, many provinces are still below the rate under national average, such as Saravanh, Attapeu, Savannakhet, Champasack, Phongsaly, Xekong, and Khammouane (see Figure 4). Furthermore, the dropout rate remains high, especially at M1 level, which stands at 11.7%.

**Figure 4: Lower Secondary Education Gross Enrolment Rate**

- **Problems and challenges:**
  - The lower-secondary enrolment rate remains low.
  - 31,000 lower-secondary students, equal to 8.5%, drop out, mostly in M1 level (11.7%).
  - The quality of learning and teaching remains low.

- **Causes:**
  - Schools are located far from homes and the roads to the schools are inconvenient in many localities, especially in rural areas.
  - Children enroll in primary education at the wrong schooling age with no small number of children enrolling in P1 late than the required schooling age, thereby preventing them from furthering their studies at secondary level after having completed primary level.
- Education quality at this level remains low due to a lack of laboratory equipment and lack of teachers for certain subject line, especially the natural sciences.
- Poverty is part of the obstacle to enrolment, combined with the fact that people fails to recognize the benefits which can be reaped from education, especially in rural areas.

1.1.4. Non-formal Education
1.1.4.1. Eradication of Illiteracy

The MoES has formulated macro planning and delegated PESSs/capital city to take ownership to implement the eradication of illiteracy among the population, by recruiting volunteer teachers consisted of teachers of primary school and local villagers to conduct actual teaching. The achievements of eradication of illiteracy are detailed as follows:

- A total of 31,315 people students have graduated from the eradication of illiteracy program (Level I), 18,054 of whom are females.
- A total of 32,755 people students have graduated from Level II, equivalent to P2-P3, 18,167 of whom are females.
- Nationwide, 6 provinces have now been declared as having graduated from primary equivalency education: Vientiane Capital, Champasack, Xiengkhouang, Oudomxay, LuangPrabang, and LuangNamtha.
- Province-wide evaluations are complete in 3 provinces: Xayabouly, Borkeo, and Borlikhamxay. Houaphan has completed its announcements in all districts but has yet to conduct a province-wide evaluation.
- Announcement ceremonies have been held in 131 districts in 145 districts.

1.1.4.2. Upgrading Education through Education Equivalency Programme

Work connected with equivalency education is important in order to open opportunities to young people and adults, including those aged 6-14 years, who did not go to school and reside in remote areas where there is no school and have upgraded their education using equivalency education, something which has taken place from primary through to secondary level, those graduating from each level being as follows:

Table 6: Indicators for Upgrading Education through Education Equivalency Programme for 2012-2013

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Plan for 2012-2013</th>
<th>Achieved in 2012-2013</th>
<th>Achievement compared to plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduated from primary equivalency education</td>
<td>40,000 people</td>
<td>52,140 people</td>
<td>130.35%</td>
</tr>
<tr>
<td>2</td>
<td>Graduated from lower-secondary equivalency education</td>
<td>3,000 people</td>
<td>5,211 people</td>
<td>173.70%</td>
</tr>
<tr>
<td>3</td>
<td>Graduated from upper-secondary equivalency education</td>
<td>4,000 people</td>
<td>3,150 people</td>
<td>78.75%</td>
</tr>
<tr>
<td>4</td>
<td>Districts declared as having graduated from</td>
<td>10 districts</td>
<td>20 districts</td>
<td>Exceeded plan by 10 districts</td>
</tr>
</tbody>
</table>
1.1.4.3. Basic Vocational Training
Basic vocational training stimulates the public to study and have a vocation, something which forms a part in eradicating public poverty. The setting up of learning and teaching at each level of non-formal education includes the teaching of vocational studies. Furthermore, fixed and mobile vocational training has taken place, organized by the Central Non-Formal Education Development Center (NFEDC), Regional NFEDCs, Provincial and District NFEDCs, and Community Learning Centers and having contacted in various villages. In 2012-2013, a total of 3,144 people received training, of which 2,187 were females, equal to 104.80% of the planned target figure of 3,000.

- Problems and Challenges:
  - The target groups fail to enroll and drop out of the education system in schools remains every year.
  - A number of people from the non-formal education target groups are unable to complete their level and being re-illiterate, therefore constituting work which must be continued on an ongoing basis.
  - The learning and teaching for equivalency education to upgrade the educational levels of the public, civil servants, soldiers, and police officers is not yet as concise as it should be, leading to low quality, the still unsystematic monitoring and evaluation of learning and teaching, and the implementation of non-formal education curricula remaining poor.

1.2. Post-Basic Level Education
1.2.1. Upper-Secondary Education

In 2012-2013, both the government and international organizations continued to invest in expanding the network of complete schools into poor districts. Dormitories and facilities have been provided to a number of schools, education funding has been provided to students of poor families, and school development funding, learning and teaching materials have been provided. This has led to the increases in the number of upper-secondary classrooms and in the gross upper secondary enrolment rate. (See Table 7)

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of classrooms</td>
<td>3,519</td>
<td>3,860</td>
</tr>
<tr>
<td>Number of students</td>
<td>149,065 (66,659 girls)</td>
<td>157,737 (71,112 girls)</td>
</tr>
<tr>
<td>Gross enrolment rate (%)</td>
<td>34.7</td>
<td>37.3</td>
</tr>
<tr>
<td>Promotion rate (%)</td>
<td>92.0</td>
<td>91.8</td>
</tr>
<tr>
<td>GPI</td>
<td>0.81</td>
<td>0.82</td>
</tr>
</tbody>
</table>
The picture displayed above shows that there remain 5 provinces in which the gross enrolment rate is less than 30%: Xekong, Salavan, Attapeu, Savannakhet, and Phongsaly. This means that a national enrolment rate of 43% by 2015 remains a challenge for upper-secondary education.

Furthermore, in order to prepare for and study the feasibility of constructing general vocational classrooms, data was collected in ethnic boarding schools and orphanage schools in 8 provinces. The results of the feasibility survey for the construction of general vocational classrooms in ethnic boarding schools and orphanage schools were disseminated and the plan was approved for piloting in 6 provinces in 2013-2014 for the fields of agriculture (cultivation and livestock raising), tailoring, beauty studies, electricity studies, and carpenter.

- **Problems and challenges:**
  - The gross enrolment rate remains low.
  - The dropout rate is 7.2% and at M5 level, reaches 10.1%.

- **Causes:**
  - Secondary schools are located far from people’s houses and the roads are inconvenient in many localities, especially in rural areas.
  - Children enroll in primary school at the wrong schooling age, meaning that many 15-17-year-old children are still in lower-secondary school.

1.2.2. **Vocational Education and Technical Training**

2012-2013 was the third year during which Phase II (2011-2015) of the NESRS has been implemented, in particular, the reform of vocational education, for which an emphasis has been placed on improving quality. The government has paid special attention to investing in the construction of basic infrastructure and procuring technical equipment for public vocational institutes and supporting the private sector’s investment in vocational education and training in order that it may expand gradually, as is evident from the following statistics and achievements:
- In 2012-2013, there were a total of 22 vocational institutes operating under the direct management of the Technical and Vocational Education Department (TVED), Ministry of Education and Sports, and a further 80 private sector vocational institutes.
- There are 20,886 students, 7,895 of whom are female.
- For the selection of students to enroll at vocational institutes, a proportion of 60% was specified for the plan to receive students on government scholarships with the remaining 40% to sit entrance examinations and pay the tuition fees themselves. Students enrolled in the 9+3 system received 100% education funding from the government, which, if separated by sector of labor, can be seen in the table below:

### Table 8: Comparison of Numbers of Students in each Sector
*Figures exclusively of students at institutes operating under the MoES*

<table>
<thead>
<tr>
<th>No.</th>
<th>Sector</th>
<th>No. of students</th>
<th>As percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Females</td>
</tr>
<tr>
<td>1</td>
<td>Agriculture</td>
<td>2,451</td>
<td>933</td>
</tr>
<tr>
<td>2</td>
<td>Industry</td>
<td>10,365</td>
<td>893</td>
</tr>
<tr>
<td>3</td>
<td>Services</td>
<td>8,070</td>
<td>5,891</td>
</tr>
<tr>
<td></td>
<td>Total number of students</td>
<td>20,886</td>
<td>7,717</td>
</tr>
</tbody>
</table>

Data assembled from the Monitoring and Evaluations Section, TVED

The above table shows that building skillful labor forces is yet to go as desired in accordance with the labor needs specified in the NSEDP, which stipulates 70% for the agriculture sector, 23% for services, and 7% for industry for 2015.

- **Problems and challenges:**
  - The delivery of learning-teaching curricula/courses in public and private schools still focuses on the subjects which are popular with learners.
  - The quality and skills of students graduating from public and private vocational institutes remains unacceptable to entrepreneurs.
  - Vocational institutes operating under other sectors and private educational institutes are not yet being well supervised.

- **Causes:**
  - The basic infrastructure has yet to be improved in all aspects; for example, libraries, laboratories, halls, work practice rooms, demonstration gardens, and livestock farms and a lack of budgets for repairs and maintenance.
  - Advice provided on vocations and careers lacks depth, leading the public not to understand or be aware of the value and importance of vocational education and training.
  - Student-allowances for vocational streams and higher education remain low.
  - Data collection system for the use in planning on human resource development to meet labor market demand remains incomplete.

### 1.2.3. Higher Education

Higher education has also seen ongoing expansion, based on policies, directive duties, and overall expectations for higher education in 2012-2013, promotion continued for the
expansion of enrollment opportunities, with a focus on gifted students, the disadvantaged, the poor, women, and ethnic groups residing in remote locations, so that they may receive a higher education through the implementation of the policy to provide education funding for 30% of the figure in the plan to admit all higher education students, the remaining 70% to be selected by sitting an entrance examination and who are to pay for their tuition fees. Learning and teaching equipment has been improved and scientific research promoted.

The 5 public universities alone have 42,347 students, 18,033 of whom are females, at all levels of education, equal to 42.5%. Besides creating conditions to open up opportunities to study domestically, the Ministry of Education and Sports also seek the support on education scholarship for civil servants and Lao students to study abroad, such as long-term overseas study, for which there is co-funding by bilateral government resources, projects’ funding and international organizations’ funding. This involves 26 countries and a total number of 1,820 scholarships, 626 of which were for females. 565 of these scholarships were given to civil servants, 190 of whom were women and there were 1,255 ordinary students, 436 of whom were female.

- Problems and challenges:
  - Enrolments to higher education institutes still fail to meet public demand, such as for women, ethnic students, the disabled, the poor, and the disadvantaged residing in remote areas.
  - At present, the proportion of teachers teaching at universities who hold bachelor’s degrees is high at 65%. If compared to the expectations specified in the Higher Education Strategic Plan for 2015, the ratio of teachers teaching at universities must be as follows: (Doctoral degree: 1; Master degree: 6; and Bachelor’s degree: 3). Universities must therefore do their best to upgrade their teachers so that more hold master’s degrees in order that the quality of higher education may move towards that of the regional and the international level.
  - The creation of curricula and their implementation by a number of higher education institutes still fails to fully take place in accordance with the principles and standards of curricula.

1.2.4. Teacher Education, Physical Education, and Arts Education

Teacher Education

This academic year was the first to see the first batch of student teachers graduated from the 12+2 system in accordance with the NESRS and was also the first year in which the 12+4 primary teacher’s bachelor degree program was opened.

In order to create opportunities for poor students coming from remote locations to study to be teachers at teacher education institutes, number of international organizations, which has project-base in the province, have provided scholarships for students who study to be teachers.

There are 15 teacher education institutes running with complete systems nationwide, of which 8 are teacher training colleges, 1 is a physical education (PE) teacher training college, 1 is an arts teacher training college, 3 are Faculty of Education Sciences (for upper secondary
education teacher), and 2 are monastic teacher training colleges. There are the following numbers of students in each subject-line:

- 4,515 for kindergarten teachers, equal to 15% of all student teachers
- 6,008 for primary school teachers, equal to 20%
- 12,470 for lower-secondary school teachers, equal to 41%
- 7,283 for upper-secondary school teachers, equal to 24%, of which 1,647 study at teacher training colleges and a further 5,636 study at the three education science faculties.

Physical Education and Arts Education

The Physical and Arts teacher training is one of the works which supports the development of education in the five educational fundamental principles. After significant government investment into the construction of basic infrastructure, both classrooms and dormitories for these institutes and the training of physical and arts teachers training have been improved gradually. In 2012-2013, there were 1,127 students studying at the physical education college and 521 at the arts education college.

In parallel with physical and arts education, national defense and public security education was incorporated into teaching at upper-secondary schools, public and private vocational education institutes, and universities. The number of schools and institutes teaching national defense and public security increases each year.

- **Problems and challenges:**
  - The training of teachers remains inconsistent with the NESRS and still fails to meet actual local demand.
  - The training of secondary school teachers leaves excess teachers in certain subjects and insufficient teachers to meet the demand of others.
  - Knowledge and skills in the application of ICT in learning and teaching, English, and the educational qualifications of teachers in teacher training institutes are limited and fail to meet the standards specified (most teachers in teacher training institutes are of bachelor’s degree level).
  - Approximately 50% of upper-secondary school teachers are still of medium to high level.

1.3. Sports and Gymnastics

Sports and gymnastics have expanded broadly from central through to local levels. The public has participated more in sports and gymnastics. There are currently 4 sports stadia which meet the national standards (Vientiane Capital, LuangPrabang, Savannakhet, and Champasack), 10 which meet provincial standards (Houaphan, Xayabouly, Bokeo, Vientiane province, Bolikhamsay, Khammouane, Xekong, and Attapeu), 37 national sports federations, and 1 association (Lao Sports Association for Disables). In 2012-2013, achievements were made in many areas, as follows:
1.3.1. Mass Sports and Gymnastics
- The holding of a sports competition to celebrate the 46th Anniversary of Lao Sports in Khammouane province was successfully held with a total number of participants of 1,528 people including leaders, athletes, trainers, referees, and other officials, that was 8.79% increase compared to the 44th Anniversary.
- The holding of the 8th Traditional Sports Competition in Xekong province was successful with total number of participants of 859 including leaders, athletes, trainers, referees, and other officials in attendance, that was an increase of 8.59% compared to the 7th Competition.
- Laos participated in Mass Sports Competition for the Mekong Sub-region member-countries, held in Thailand with a total of 57 athletes and 6 types of sports and ranked as the second out of the 5 countries.

1.3.2. Elite Sports and Gymnastics
- Completed improvement of organizational structure for certain national federations such as: tennis, kataw-shuttlecock, and badminton.

A. Holding Competitions

Competition Held Domestically
- Collaborated with national sports federations for the hosting of the 16th ASEAN University Games in the Lao PDR, at which Laos won 32 gold medals, 35 silver medals, and 46 bronze medals, ranking as the 5th out of the 11 countries.
- Collaborated with LuangPrabang province for the holding of the Pro-golf on PGA Tour “the 2013 LuangPrabang Open” on 24-17 April 2013 with 82 foreign golfers and 21 Lao golfers, making for a total of 103 competitors.

International Sports Competitions
Collaborated with various national sports federations to send athletes to series of competitions, as follows:
- Participated in SUZUKI Cup 2012 for qualifying round competition in Myanmar; and being able to pass to second round.
- Participated in the ASEAN Taekwondo Championships in Rangoon, Myanmar and won 1 silver medal and 6 bronze medals, ranking as 7th out of the 11 countries.
- Participated in the 2nd ASEAN Vovinam Championship on 28-30 April in Siem Riep, Cambodia and won 2 gold medals, 1 silver medal, and 3 bronze medals.
- Participated in the U13s Pioneer Football Tournament in Thailand and ranking as the 3rd.

Sports Development
- Preparing athletes:
  Collaborated with the various national sports federations to prepare athletes to participate in the competitions in the following:
  - The 4th ASEAN Indoor-Martial Arts Games in Incheon, South Korea from 29 June to 6 July 2013;
  - The pencak silat competition of the SEA Games in Myanmar on 22-26 June 2013;
  - Collaborating with national sports federations to select athletes of certain types of sports to enter training centers, aiming to win the following gold medals:
1) Wushu: 18 athletes, including 8 women
2) Taekwondo: 30 athletes, including 10 women
3) Judo: 25 athletes, including 10 women
4) Karate: 25 athletes, including 10 women
5) Lao boxing: 20 athletes, including 8 women
6) Petanque: 24 athletes, including 12 women
7) Vovinam: 34 athletes, including 14 women
8) Kenpo: 34 athletes, including 11 women
9) Kataw (Rattan ball): 16 athletes, including 8 women

In addition to training to improve athletes domestically, preparations also took place to send them for training and competitions overseas.

1.3.3. Construction of National Training Centers
- The proposal for the project to construct Phonesavanh School of Sports, the school to cover 11 sports, and for the curricular structure of the teaching at this school is now complete.

- Problems and Challenges:
  - The operational mechanism for the sports and gymnastics sector from central to local levels remains weak.
  - The standards for the development of Lao sports and gymnastics are not yet complete.
  - The regulations and rules for a number of competitions remain inconsistent.
  - Sports and gymnastics personnel are limited, both in terms of quantity and quality.
  - Basic infrastructure is still not being used effectively and sports and gymnastics equipment remains limited and still unable to respond to the needs to the extent that it should.
  - Investment into and the promotion of sports and gymnastics remains unable to meet the necessary demand.

2. Pillar 2: Improve Quality and Relevance

Over the past academic year, the Program to Improve Quality and Relevance was reviewed, improved and developed series of curriculums for all level and line-subject continuously in order to be relevant with new phase of education reform, that are shown its achievement as following:

2.1. The Development of Curriculum

2.1.1. Curriculum for General Education

  ➢ Curriculum for Early Childhood Education
  - The total of 30 master set of learning and teaching materials for Kindergarten grade 1 has been edited and printed.
  - The total of 30 masters sets of experience management plan book, work-exercise book, teacher’s handbook, and child development monitoring books for Kindergarten Grade 2 have been developed.
  - Developed monitoring, support, and assistance tools for the implementation of community school readiness through the learning play-groups.
- Collaborating with the Ministry of Health (Mohr) to improve instructional handbooks for guardians in preparing school readiness for children in communities.

**Curriculum for Primary Education**
- 6 master sets of Lao language learning and teaching materials for grade 1 for ethnic students have been edited and printed.
- Designed teaching tool kits for primary education level from grade 1 to grade 5 in 4 subjects: Lao language, mathematics, World around Us, and English.
- Collaborated with international agencies for the disabled in order to develop 10 master set of handbooks on road safety.

**Lower-Secondary Education**
- For secondary education, 25 master textbooks and handbooks for M4 in various subjects have been edited and improved.
- 16 master training handbooks have been created and training has been provided to trainers and teachers at provincial level nationwide on the use of the textbook and handbook for M3 and M4.
- A feasibility study has been conducted on the construction of general vocational classrooms at ethnic boarding schools and orphanage schools in 8 provinces.
- Conducted training for lower-secondary teachers on French language and was attended by 51 people (28 women) from 7 provinces: Vientiane Capital, Vientiane province, Savannakhet, Khammouane, Champasack, Xekong, and Attapeu.

**Upper-Secondary Education**
- 41 master textbooks and teacher’s handbooks for M5 have been compiled in accordance with the new curricular reform.
- The development of the general vocational curricula for upper-secondary education level is complete, the content being 60% for general and 40% for vocational.
- Printed textbooks and teacher’s handbook for M7 and distributing to teachers and students nationwide.
- Local curricula have been created to include how to conduct businesses and tourism businesses and these are being piloted at Tippah Complete Secondary School, the Orphanage School, and Pasatipatai Complete Secondary School in LuangPrabang province.

2.1.2. **Curriculum for Non-formal Education**
- The development of the non-formal curricula, textbooks, teacher’s handbook, and workbook for primary level and for children aged 6-14 years old who have never enrolled and reside in remote areas is complete.
- Curricula and textbook on lower-secondary education level included 8 subjects-based for general people have been developed.
- The curricular structure of equivalency education for lower-secondary and upper-secondary education level has been created.
- Basic level vocational learning sets have been improved and teacher’s handbooks developed for 7 subjects: cultivation, mushroom growing, livestock raising, cooking,
tailoring, beauty studies, and carpentry and basic vocational handbooks have been improved and developed for 20 topics of the cultivation and livestock raising subjects.

2.1.3. Curriculum for Teacher Training

- For the teacher training curricula, a curricular structure focused on each subject has been developed for a bachelor’s degree level of secondary teacher training or a 12+4 system and these can be touched in M1 to M7 in 18 subjects.
- Approval has been given to pilot the use of the secondary teacher training curricula for 12+4 system (5 subject lines: Lao language and literature, mathematics, science, social science, and English language) at 8 teacher training colleges.
- The bachelor’s degree primary and kindergarten teacher training curricula of 12+4 system has been developed and approved for piloting at 1 teacher training college (Dongkhamxang Teacher Training College).
- The continuing higher course of primary school teacher training curricula (5+3 into 8+3 system) have been created, adding English language course in order that teaching graduates are able to teach English at primary education level.
- For the physical and arts teacher training curricula, the curricular review and improvements have been successfully made to the higher level of 12+2 system for physical education along with arts teacher’s handbook for the medium level of 9+3 system and the higher level of 12+2 system.
- The continuing course of higher level of 11+3+1 and the continuing courses of bachelor’s degree ongoing 11+3+1+2 curricula have been improved.
- The curricula and teacher’s handbooks for national defense and public security for both the general, vocational, and university streams have been improved.
- The arts curricula and teacher’s handbooks for the continuing course of higher level 8+3+2 and the continuing course of bachelor’s degree 8+3+2+3 system have been improved.
- Teaching tool kits for traditional and modern arts/music have been developed for 5 subjects: bamboo mouth organ, Chinese cymbal, two-stringed violin, xylophone, and piano.

2.1.4. Curriculum for Vocational Education

- The vocational curricula have changed with respect to the vocational training given, changing from a multi-disciplinary system of curricula emphasizing the time spent studying to curricula which emphasize capacities and skills-based curricula, starting from (1) the creation of standards for occupational skills, (2) the creation and improvement of curricular standards, (3) the creation of teaching sets of teaching tool kits sets by learning units and modules, (4) the creation of standards for examination and evaluation, and (5) the installation of technical equipment, tools, and machinery for 4 prioritized vocation groups, such as housing construction, furniture, machinery and automobile mechanics, and basic services business, which was completed for a total of 17 subjects. The reason for this change was to focus on training up laborers, and artisans so that their numbers may be consistent with labor market demands in this modern era and to prepare for entry to the ASEAN Economic Community (AEC) in 2015. The creation of curriculum has been preceded with participation from private sector and various technical careers for instance automobiles mechanics and
agricultural and heavy machinery in order to expand cooperation with respect to industry and machinery factory, thereby allowing schools to cooperate with entrepreneurs.

- The creation of the general vocational curricula for 5 subjects has been completed, and to request an approval for piloting implementation at upper-secondary level in ethnic boarding schools in 2-3 provinces.

2.1.5. **Curriculum for Higher Education**

- Curricula have been created and improved for 183 subjects to bring them into line with the national curricular standards: 10 diploma subjects, 143 bachelor’s degree subjects, the 1st level of specialized course curriculum in 1 subject, 11 master’s degree subjects, the 2nd Level of specialized course curriculum in 2 subjects, and 3 doctoral degree subjects.

- Short-term training curricula on business management and administration has been created for businesspeople who are to engage in small and medium business that covers 16 topics: (1) learning about business; (2) setting up a new enterprise and writing a business plan; (3) upgrading enterprises; (4) developing entrepreneurs; (5) starting your own business; (6) writing project proposals and creating reports; (7) administrative assistants in small and medium business; (8) family business development; (9) organization development; (10) strategic plan development; (11) market promotion; (12) market management and writing plans for agricultural business; (13) basic calculations and bookkeeping; (14) office administration; (15) leadership; and (16) statistical analysis using the SPSS program.

2.1.6. **Arts and Physical Education Curriculum**

- The higher level physical education course curriculum of 12+2 and the medium level course curriculum of 9+3 and higher level arts course curriculum of 12+2 and teacher’s handbooks have been reviewed and improved according to the structure stated in Agreement 4124/ES, dated 3rd November 2011, of the Minister for Education and Sports, and that should also be consistent with the general education curricula.

- The continuing course curriculum of higher level 11+3+1 and the continuing course curriculum 11+3+1+2 bachelor’s degree have been improved.

- The curricula and teacher’s handbooks on national defense and public security for general, vocational, and university stream have been improved.

- The continuing course curriculum of higher level 8+3+2 and continuing course curriculum of bachelor’s degree 8+3+2+3 and teacher’s handbooks have been improved.

- Teaching tool kits for traditional and modern arts/music have been developed for 4 subjects: bamboo mouth organ, Chinese cymbal, two-stringed violin, xylophone, and for modern music is included only piano.

- Local curricula have been developed and applied in 13 provinces and in 1,044 primary schools. In 2012-2013, it is completed the creation of local curriculum in collaboration with Provincial Education and Sports Service of Phongsaly, Houaphan, Vientiane, and Champasack.

Furthermore, monastic education has also been improved and the curricular contents on Buddhism principles has been compiled into the main subjects of primary and secondary
monastic education according to the 5+4+3 system and Pariyattham curriculum. 5,000 Pali and Buddhism history in Laos and Asia textbooks have been printed and these have been distributed to each monastic school. Training on administration and management for 48 personnel (37 monks and 11 laymen) working in monastic education in each province.

2.2. Provision of Learning and Teaching Equipment and Basic Materials

In addition to curricular development, learning and teaching equipment and basic materials have been provided, such as the publishing and distribution of 3,180 course books and teacher’s handbooks for kindergarten level, 506,000 textbooks and 16,245 teacher’s handbooks for M7, 28,000 textbooks and workbooks guideline for children and teachers in remote areas, 435 teaching tool kits boxes for pre-primary teachers, 51 bags of play groups materials, a certain amount of equipment and visual aids for learning and teaching, and playground apparatus, 200,000 storybooks, 220 library bookcases, 800 sets of textbooks and teacher’s handbooks, 3,544 boxes of equipment and storybooks for primary level, and sports and hygiene/sanitation equipment, and furthermore, State and private companies have support provision of textbooks and teacher’s handbooks along with other learning equipment in poor districts, development focus areas, and districts of schools targeted for the piloting of the Three-Build Directive for the education sector.

2.3. Teacher Training

2.3.1. Teacher Development and Training

- **Upgrading Standards for Teacher Profession**
  
  Conducted teachers’ qualification upgrading as follows:
  
  - 847 medium level kindergarten teachers have been upgraded to higher level.
  - 1,654 primary teachers have been upgraded from primary level to medium level (5+3 to 8+3), 451 of whom were women. 1,443 have completed already and by the end of this academic year, 3,097 will have completed it (in the target of 6,598) and 1,692 have been upgraded from medium level to higher level, 938 of whom are women.
  - 752 secondary teachers have been upgraded from medium to higher level, 326 of whom are women.

- **In-service Training for full-time teachers**
  
  - Training has been provided in the teaching of multi-grade classes for 90 teachers, 42 of whom were women, in ethnic areas in 4 provinces: LouangNamtha, Xiengkhoun, Savannakhet, and Salavanh.
  - Training has been provided in teaching at schools of quality (SoQs) at primary level for 5,300 teachers, 2,875 of whom were women, in 60 target districts.
  - Preparation for school readiness has been promoted for 76 children in communities. Training has been provided to 87 villagers in order for them to set up play groups. Training has been provided to the 202 preprimary teachers in the new expanded classrooms.
  - For vocational streams, training has been completed for 274 new teachers from State vocational training institutes and short-term teacher training provided overseas, such as 33 internships and training for 30 people training on electricians.
2.4. Analytical Studies and Experimental Researches

- An Early Grade Reading Assessment (EGRA) for P2, P3, and P4 students has been conducted in 7 areas, such as alphabetical name knowledge, knowledge on and classification of alphabetical consonant pronunciation, familiar vocabulary reading, non-meaning syllable reading, passage reading and comprehension, listening comprehension, and dictation.

- The pilot of teaching Lao language to ethnic P1 students found that the use of general textbooks can be adapted to suit ethnic students using supplementary workbooks and materials. There was a specific teacher's handbook especially for teaching ethnic students and this can be used in many ways. It can be seen that positive results were achieved, such as strong listening skill, better speaking, and writing skills in Lao language.

- An analytical work was conducted to the French language used education system in various countries (Programme d’Analyse du Systeme Educatif de la CONFEMEN (PASEC)), in which tested data was recorded and filtered, and interviews form with students, teachers, and principals in grade 2 and grade 4 in 180 schools, using a student sample group of 5,400 people. This is currently at the analysis and report writing stage.

- Research and compilation of Lao language principles have been carried out: – Orthography – 260 pages of master draft by technical level was completed, and is currently under the process of checking and editing a master version.

- Analysis on physical fitness standards for lower-secondary students. Currently, the collection of data at 9 schools has been completed in Vientiane province, Oudomxay, and Champasack provinces.

- In collaboration with the experts of SESDP project to conduct feasibility study on the production of electronic learning-teaching materials/kits for science and mathematics in secondary education level.

- Improved draft of national policies and strategies on the promotion of science researches as well as its management.

2.5. Education Quality Assurance

➢ Quality Assurance for General Education

After having created the Education Quality Standards (EQS), a number of these EQS were distributed to related parties through the field visit by the leading committee members, various events of exhibition. Together with this, handbook for school development has been developed with an eye to achieving the EQS at primary and secondary level. Training then took place at district and provincial level (Savannakhet, Salavan, Champasak, and Attapeu) involving 80 people. Training is currently being provided in the target provinces, districts, and schools in accordance with the State budget plan. Furthermore, cooperation took place.
with UNICEF for the publishing of approximately 20,000 copies of the Standards for Primary and Secondary Education and handbooks for distribution nationwide.

- **Vocational and Higher Education Quality Assurance**

In order to capture the situation and problems in learning and teaching, management and administration at public and private educational institutes to ensure they are consistent with the direction of National Education System Reform, Phase II, Ministry of Education and Sports conducted data collection for pre-assessment of the quality of educational institutes in the area of vocational education and higher education of both public and private, as well as teacher training colleges and universities in Vientiane Capital, involving a total of 54 institutes, 25 of which were the public and 29 of which were the private. This evaluation showed that no institutes were classified as good or excellent ranking, 6 were classified as average level, and 48 were classified as in need of improvement, 19 of which were the public and 29 of which were the private. Furthermore, the quality standards for higher education has been completed drafted and currently under the process of requesting an approval to be piloted in the next academic year.

2.6. **Improving the Quality of Sports and Gymnastics**

For sports and gymnastics, training has been given to athletes domestically and trainers have been sent to upgrade their training professional in overseas. The training of trainers and referees has been expanded in areas nationwide, for example:

- Intermediate training level for taekwondo trainers was provided on 6-15 May 2013 and was attended by 23 participants, 1 of whom was a woman, from 9 provinces and associations in the capital.
- Training for basic level badminton trainers was provided on 6-15 May 2013 and was attended by 79 people, 15 from associations in the capital and provinces, 1 of whom was a woman, and 64 physical education department’s teachers, from the Faculty of Education Science (NUOL). 60 children also took part in the actual training.
- Tennis training of trainer for Level 1 was provided on 19-30 May 2013 and was attended by 13 people, 1 of whom was a woman, coming from the provinces and associations in the capital.
- Technical sport training was provided to education and sports administrators at local level and was attended by 34 people.
- The 2012 annual sports administrators training was provided in Xiengkhouang, Oudomxay, Attapeu, and Xayabouly provinces.

3. **Pillar 3: Education Administration and Management Programme**

3.1. **Organization and Personnel Affairs**

3.1.1. **Improvement of Organizational Mechanism**

- The institutional organization surrounding the Ministry was improved, including the Non-formal Education Development Center, the Ong Teu Monastic College, the Educational Publishing State Enterprise, and educational equipment production factories, the College of Physical Education, the Ministry’s Warehouse, and the Teacher Development Center (TDC).
- The establishment of ICT for Education Center was completed; the Khammouane Provincial Technical School has been upgraded to a college.
- The reviews has been conducted regarding the organizational function, roles of the Department of Higher Education and other departments which appear to be overlapped through the process of analyzing and re-evaluating the appropriateness of intra-departmental organizational structure.

3.1.2. Personnel Affairs
- The appointment of personnel within the cabinet office of Ministry of Education and Sports, Provincial Education and Sports Service, and District Education and Sports Bureau was completed.
- The job descriptions and handbooks on work execution for 7 line agencies were completed such as: the Department of Organization and Personnel (DOP), the Institute for Educational Administration Development, the Department of Physical and Arts Education, the National Commission for UNESCO Office, Department of Vocational and Technical Education, Provincial Education and Sports Service, and District Education and Sports Bureau.

3.1.3. Legislations
- The Instructional Guideline for the Implementation of the Decree on Teachers Civil Servant has been completed and this Decree has been disseminated in the northern and central regions.
- Issued the Decree and including the instructional guideline for the Use of Education Uniforms, logo, and Medallion of Dignity as well as the Regulations on the National Teacher’s Funds (amended);
- The Agreement on the Three Points of Competition and the guideline on Implementation;
- Study on 96 drafts of legislative topics regarding the work execution for the development of education and sports sector, currently 7 of which are now complete and 82 of which are still being carried out;
- The Draft National Strategic Plan for the Development of Sports and Gymnastics for 2013-2020 has been on-going amending and currently some of the messages and contents are being amended to make it consistent with the actual practice in public of the sports and gymnastics.
- The Draft Decree of the Prime Minister on the Principles of Policy for National Trainers and Athletes (amended) was initially circulated in the National Conference on Sports and Gymnastics Administrators on 14-15 February 2013 as well as proceeded though the leading committee of Ministry of Education and Sports,. That conference agreed to improve some of the contents, and circulating to the Ministry of Finance, the Ministry of Home Affairs, and the Ministry of Justice for further consideration by the government in 2013.
- Completed the designated descriptions on organizing National Games, regulations of national sports federations and the management of an organizing public sports-gymnastics.
- Completed an agreement of the Chair-event organizer regarding the appointment of the committee, relevant sub-committees and collaborating with the province to inspect the venue of the completion of each type of sport

3.1.4. **Staffs Development**
- In 2012-2013, a new government quota has been received for a total of 5,084 civil service positions, 4,674 of which are for teachers and 410 of which are for administrators.
- Training on education administration was organized for 63 members of departmental and provincial level staff, 9 of whom were women, held at the Institute for Education Administration Development.
- Staff were approved to be upgraded overseas, 25 to doctoral degree level, 5 of whom were women, 154 to master’s degree level, 58 of whom were women, 44 to bachelor’s degree level, 9 of whom were women, and 3 to higher level, 1 of whom was a woman.
- Staffs were approved to be upgraded in abroad, 25 for Ph. D degree and 5 of whom were women; 154 for Master’s degree and 58 of whom were women; 44 for Bachelor’s degree and 9 of whom were women, 3 for higher diploma and 1 of whom was women.
- Staffs were approved to be upgraded domestically, 42 to master’s degree level, 19 of whom were women, 54 to bachelor’s degree level, and 9 to higher level, 5 of whom were women.
- 468 staff members, 62 of whom were women, were sent to participate in the short-term trainings overseas.
- 273 people graduating from overseas, 111 of whom were women, were stationed in positions along with 59 people graduating domestically, 23 of whom were women.

3.1.5. **Management of Civil Servants**
- The number of civil servants throughout the education sector is 80,239 people, 39,920 of whom are women. There are 71,391 teachers, 36,813 of whom are women and 8,938 administrators, 3,116 of whom are women.
- 495 persons and 118 of whom were women, from category 2 to 8, were appointed to various administrative positions, 4 to be stationed overseas and 1 of whom was a woman. The Central Monastic Education Committee Members has been appointed along with 6 heads of the 4 Provincial Monastic Education Offices.
- 4,594 civil servant interns were promoted to full civil servants, 2,440 of whom were women.
- 346 people, 195 of whom were women were transferred internally, 364 people, 103 of whom were women were transferred to other sectors, and 2, both women, were transferred from other sectors into the education and sports sector.

3.1.6. **Policy of Admiration**

Undertaken a decoration of admirations to the outstandingly performing departments, project experts, staff, teachers, and administrators has been implemented in the education and sports sector, as follows: Level-2 Medals of Labor were awarded to 211 people, 72 of whom were women, Level-3 Medals of Labor were awarded to 333 people, 21 of whom were women, the
Badge-medal of Labor was awarded to 313 people, 98 of whom were women, Level-16 Medal of Development were awarded to 6 people, 1 of whom was a woman, Medals of Friendship were awarded to 16 people, 2 of whom were women, Government Certificate of Admiration were awarded to 169 people, 68 of whom were women, 24 Certificates of Honor were awarded to 24 people, 15 of whom were women, and Ministerial Certificate of Admiration were awarded to 3,077 individuals working in associated sectors, 1,083 of whom were women.

3.2. **Education Data Management**

- The Lao Education Management Information System (EMIS) program has been improved and issues ironed out with cooperation with the Network Solutions Company. The Lao EduInfo program has been improved.
- The ICT pilot project has been incorporated into the teaching of English and the natural sciences in 10 lower-secondary schools in three provinces: Vientiane Capital, Bolikhamxay, and Vientiane province.
- The annual data analysis meetings for 2012 and 2013 have been opened and have solved various issues with the management of the hyper file database for provincial and district level staffs.
- The inspections and reports of statistical system information of schools have been completed (data quality spot check).
- A certain amount of computer equipment, photocopiers, and IT equipment has been provided to central levels and provincial and district statistics units nationwide along with motorcycles for statistics units in 145 districts.
- Statistical capacities and the use and analysis of data for creating policies based on actual data and the implementation of programs which emphasize the results achieved have been developed.
- Data collection forms for vocational, technical, and higher education schools, universities, teacher training colleges, and colleges nationwide, both State and private sector, have been created and the piloting of the adult learning evaluation the Literary Assessment and Monitoring Program (LAMP) has been completed.
- ICT systems have been installed in *model schools* and project offices which use ICT to improve education quality and school access nationwide.
- Training has been provided in the creation of provincial and district education mapping nationwide.

3.3. **Planning and Finance**

3.3.1. **Planning**

- Organized the 7th Conference of the Committee Board Members of National Commission for Education System Reform, Phase 2 including plan of action (2010-2015), with emphasizing on reforming vocational and technical education, vocational training, and teacher training reform.
- The Draft of Long-Term Strategic Plan for Sports and Gymnastics of the Lao PDR until 2020 has been created.
- The implementation summaries of the Phase 2 of the Education Development Project (EDPII/AF) and the EFA FTI have been prepared.
The summaries of the Projects to Use ICT in Improving Education Quality and Education Access have been prepared and preparations are underway to move into Phase 2.

Coordination has taken place with various relevant projects, sectors, and development partners for the implementation and evaluation of projects.

The implementation of the Education Development Plan for 2012-13 has been summarized and plan has been made for 2013-14. Mid-term Review on the 7th 5-Year Education Sector Development Plan (2011 – 2015) has been conducted and a meeting held for sports and gymnastics nationwide.

An Official Development Assistance (ODA) mapping has been created corresponding to the 10 prioritized focuses of the government, the 54 focus points of localities, and the focus points of the 3-Build Directive of the Ministry of Education and Sports.

A summary and report has been made on the progress, achievements, and challenges of ODA implementation for each project operating under Ministry of Education and Sports over the first six months of the year and the plan for the implementation of the final 6 months of 2012-2013.

3.3.2. Finance

- The Order for the Management and Collection of Data on the State Land of the Education Sector and the Order for the Management of Construction and Repairs Design of the Education Sector have been issued.
- School administrative block grant have been provided in accordance with the principles of unit costs of 20,000 kip per person per year for kindergarten level, 50,000 kip per person per year for primary level, and 20,000 kip per person per year for lower- and upper-secondary level, amounting to a total of 44,820.00 million kips.
- Training has been provided in the management of school administrative block grant for school principals and finance officials at provincial and district level nationwide. Training has also been provided to primary school principals and Village Education Development Committee in 520 locations.
- Training on state properties management and the use of its software for education operating units associated with central and local levels in areas nationwide has been completed.

3.4. External Relations and Cooperation

- **Bilateral cooperation**: 1,027 scholarships have been received, the funds for the construction of 13 schools and 142 computers.
- **Multilateral cooperation**: The Minister and committee members have participated in international conferences as invited, such as:
  - The 7th ASEAN Education Ministerial Meeting (ASED);
  - The 1st ASEAN Plus Three Education Ministerial Meeting (APTEMM);
  - The 1st EAS Education Ministerial Meeting (EASEMM);
  - The 4th Asia-Europe Education Ministerial Meeting (ASEMME); and
  - 4 International Conferences of the Senior Officials: The East Asia Summit (EAS) TVET Provider Network Workshop in Australia, the 2nd ASEAN Senior Officials Meeting (SOM) in Thailand, the 7th SOM-ED Meeting, and the 3rd SOM-ED+3.
- **Cooperation with international organizations:** There are currently 35 NGOs providing assistance to the education and sports sector and 1 association with 41 projects, valued at a total of $45,808,841 US dollars and €1,093,764 euros.

- **Treaties:** The Memorandum of Understanding (MOU), totally 25 MOUs regarding Lao University and Foreign Universities have been studied and proposed for approval. Approval has been given from Ministry of Foreign Affairs for 17 documents between the Ministry of Education and Sports with 8 NGOs. Approval has been given for 5 organizations between the government of the Lao PDR and foreign countries for 6 documents: 2 education cooperation agreements with the PR of China, the DPR of Korea, Brazil, Iran, Serbia, 3 documents have been signed and the study has taken place into the drafting of an agreement on the regulations for the signing of agreements and MOUs with foreign countries and international organizations for cooperation on education and sports.

- **Cooperation over sports:** Lao athletes have been sent to train in the SR of Vietnam and the PR of China and a request has been made for trainers to come and train athletes in the Lao PDR, of which there are currently 19 trainers, experts, 1 of whom is a woman, covering 11 types of sport. Preparations are underway for the hosting of the ASEAN Sports Ministerial Meeting in 2013.

### 3.5. Education Inspections

- Inspection committees of all levels have conducted monitoring and inspections of the implementation of policies, legal regulations, plans, and the rights, duties, and responsibilities of organizations and civil servants working under the supervision by Ministry of Education and Sports.

- Comprehensive education inspections have taken place in 10 provinces and 8 teacher training colleges. Inspections have taken place into the financial management of 6 technical colleges and distribution of the books in 8 provinces.

- Appointed the committee at ministry level responsible for taking action on solutions and prevention against social shortcomings along with an inspection taskforce to inspect for forged educational certificates.

- Organized seminar regarding the prevention and solutions against social shortcomings in education and sports sector nationwide.

- Support and promotion have been emphasized on the creation of narcotics-free in schools nationwide for 2012-13. A target of 661 schools are being inspected and approved at provincial level.
Part II
Education and Sports Development Plan for 2013-2014

A. Overall Goals:

The Education and Sports Development Plan for 2013-2014 continues to implement the new directives of the change of the Party for human resource development so that it is consistent with development strategies and the national economic structure, and the demands of integration into the ASEAN Network by the end of 2015 and gradually into the international level. This is the 4th year of which the Seventh 5-Year NSEDP has been implemented and this has been a period of construction for basic economic infrastructure, science and technology, and high quality of personnel to support the industrialization and modernization process. The development of education and sports must therefore play a central role in human resource development so that high quality may be achieved with an eye to achieving sustainable socio-economic development.

The education sector therefore specifies targets, focus tasks, and activities for each sub-sector clearly according to the three major programs below:

1. Pillar 2: Expand Equitable Access to Education
1.1. Basic Education
1.1.1. Early Childhood Education

- Main expectations:
  1. A 25% enrolment rate must be reached for children aged 3 and 4 years.
  2. A 57% enrolment rate to kindergarten and preprimary classes must be reached for children aged 5 years.
  3. Children aged 3-5 years shall be promoted to enroll in nursery schools, kindergartens, learning play groups, and preprimary classes; this is to achieve an enrolment rate to 36%.
  4. The private sector must be encouraged to invest in preschool education so that it accounts for 27% of all students.

- Focus tasks:
  1. Expand kindergartens in focus areas and village clusters.
  2. Expand preprimary classes and play groups in remote areas and areas where such is possible.
  3. Increase the training of nursery school and kindergarten teachers.

1.1.2. Primary Education

- Main expectations
  1. Achieve a P1 net intake rate of 96%.
  2. Ensure that 45% of students have passed through kindergarten or a preprimary class.
  3. Achieve a net enrolment rate of 98%.
  4. Increase the promotion rate to 88%.
  5. Increase the survival rate to 77%.
6. Reduce the dropout rate to 5% and the repetition rate to 7%.

- **Focus tasks**
  1. Provide training on methods to implement the continuing grade promotions policy and how to make it yield results in practice.
  2. Pay attention to training teachers on teaching multi-grade classes.
  3. Re-shifting placement of teacher, especially in places where there is an excess of teachers, to remote areas where there are teacher shortages.
  4. Train school principals and VEDCs in school management and administration.

1.1.3. **Inclusive Education**

1. Continue to implement the National Program for School Meals, the Food Supplements Project, and the Project to Promote All Children to Receive an Education and expand these into 3-Build schools in the target provinces.
2. Provide allowance grants for 52 who are deaf and dumb in LuangPrabang Special School.
3. Implement the activities of the Secondary Education Development Project concerning the promotion of the right to gender and ethnic equality through the provision of 2,900 education grants to disadvantaged groups.

1.1.4. **Lower Secondary Education**

- **Main expectations:**
  1. Increase the lower-secondary gross enrolment rate to 72%.
  2. Reduce the repetition rate to 1% and the dropout rate to 7%.

- **Focus tasks:**
  1. Provide teacher and student dormitories for lower-secondary schools in remote areas.
  2. Strengthen and raise the capacities of secondary teachers.
  3. Continue to develop secondary schools in accordance with the SOQ standards.

1.1.5. **Non-Formal Education**

- **Main expectations:**
  1. Eradicate illiteracy and support equivalent primary education completion training for children aged 15-24 years to achieve 94.1% and to achieve 91.8% among the 15-40 age group and 85.9% among the 15-and-over age group.
  2. Support equivalent lower-secondary education completion training in a further 13 districts.
  3. Raise the education equivalency schools and establishing provincial non-formal education centers in all provinces and district level for more targeted of 5-10 centers and expand community learning centers with a further 10-20 centers per province, focusing on Three-Build target areas.
  4. Train non-formal education teachers of various levels for 300 persons; 93 mobile teachers, 168 assistant mobile teachers, 200 lower-secondary teachers, 100 upper-secondary teachers, and 80 basic vocational teachers.
• **Focus tasks:**
  1. Provide learning and teaching to eradicate illiteracy and completed primary school education through its equivalent training courses in general, focusing on the target districts which are to be declared as having completed primary education.
  2. Conduct basic vocational training together with literacy study and upgrading education level through equivalent training schemes.
  3. Improve and develop lower-secondary curriculum, teacher’s handbooks, and textbooks for the publics, provide training to teachers, and test them out.
  4. Improve and create various legislative documents for non-formal education, such as a method for equivalency course on primary education level of mobile teachers, basic vocational training, and a method of equivalent transferring curriculum of basic vocational course to the vocational and technical education level. Improve policies on support allowance for teachers who teach subjects for eradication of illiteracy and in lower-secondary teachers for the publics. Improve regulation on the management of learning and teaching for lower-secondary equivalency courses and the management of non-formal education schools of various levels.
  5. Improve and set up provincial and district level non-formal curricula, starting by transforming existing equivalency schools and the new ones in areas where it is possible.

1.2. Post-Basic Level Education

1.2.1. Upper Secondary and General Vocational Education

• **Upper-Secondary Education**

• **Main expectations:**
  1. Increase the gross upper-secondary enrolment rate to 40%.
  2. Conduct teaching and learning in 17 model complete secondary schools in connection with the ICT Network of the central Ministry of Education and Sports.
  3. Piloting learning and teaching on general vocational education stream at general ethnic boarding schools and orphanage schools in 6 provinces.

• **Focus tasks:**
  1. Expand complete secondary schools in poor districts.
  2. Raise capacities among secondary school teachers nationwide.
  3. Set up targets for model complete secondary schools in each province.
  4. Strengthen and raise the capacities of secondary teachers nationwide.
  5. Set up and expand general ethnic boarding schools and incorporate them into the general vocational stream.
  6. Create general curriculum on business learning and tourism businesses which can be taught at upper-secondary schools and complete secondary schools in areas nationwide.

1.2.2. Technical Education and Vocational Training

• **Main expectations:**
  1. Ensure that 60% of vocational and technical students receive the support scholarship from the government.
2. For 2013-2014, there is a plan to receive 16,104 students at vocational and technical institutes at level of middle certificate, of which:
   - 5,205 shall study at higher level vocational and technical colleges and schools;
   - 3,395 shall study to be artisans and technicians; and
   - 7,504 shall study other vocations.
3. Set up 1 vocational training center in the development focus areas.

- **Focus tasks:**
  1. Improve basic infrastructure for 8 vocational and technical institutes under the Project to Strengthen Vocational and Technical Education and Vocational Training.
  2. Provide technical equipment to institutes under the Project to Strengthen Vocational and Technical Education and Vocational Training and the Lao-German Cooperation Project.
  3. Promote vocational and technical schools to admit more students for specialist vocational and technical studies which have potential for socio-economic development.
  4. Cooperate with the Department of Secondary Education in the incorporation of vocational streams into the targets of ethnic boarding schools.

1.2.3. **Teacher Training, Physical Education, and Arts Education**

1.2.3.1. **Teacher Training**

- **Main expectations:**
  1. Admit 4,084 teacher students to all levels and subjects:
     - Kindergarten: 1,130 persons
     - Primary: 1,130 persons
     - Lower secondary: 730 persons
     - Upper secondary: 739 persons
     - Secondary (teaching M1-M7): 175 persons

- **Focus tasks:**
  1. Select students to study teaching, shall start from the teacher need plans of schools and localities with a special emphasis on selecting students from areas where there are teacher shortages, development focus areas, and in the three-build village focus areas, girls, ethnics, and disadvantaged groups.
  2. Provide continuing training for kindergarten, primary, and secondary teachers in accordance with the plan specified.
  3. Re-improve curriculum, teachers, buildings and premises, and learning and teaching equipment in order to raise the quality of learning and teaching and teacher training institutes.

1.2.3.2. **Physical Education and Arts Education**

- **Main expectations:**
  1. Admit 200 students to Physical Education Colleges under the higher diploma of 12+2 system, 150 students to the continuing higher diploma course of 11+3+1
system, and 80 students to the continuing bachelor’s degree course of 11+3+1+2 system.

2. Admit 60 students to arts education colleges under the middle certificate course of 9+3 system, 60 students to the higher diploma course of 12+2 system, and 80 students to the continuing higher diploma course of 8+3+2 system.

- **Focus tasks:**
  1. Set up standards and criteria for student admission to physical and arts education colleges.
  2. Provide teachers, equipment, and venues for use in learning, teaching, and training for Physical Education College and arts Education College and model general schools in the 3-builds target villages.
  3. Strengthen capacity of the affairs of physical education and arts education, national defense and public security education, local curriculum, and the prevention of narcotics in general education schools.
  4. Construct the training fields for practicing national defense and public security education which meet standards.

1.2.4. Higher Education

- **Main expectations:**
  1. Ensure that 25% of higher diploma level and university students receive government’ scholarships.
  2. The planned intake to bachelor’s degree courses is 12,626 people.
  3. The planned intake to diploma and higher level courses is 18,476 people.
  4. The planned number of students to be sent to study overseas is 500 people.

- **Focus tasks:**
  1. Continue to promote a greater opportunity to enroll in higher education for the disadvantaged, the poor, girls, and ethnic students.
  2. Study on the management regulations concerning the training of higher level specialists of various levels.
  3. Study the various forms of education scholarship and organize students to further their studies overseas using bilateral cooperation funding of the government, projects, and self-support education funding.
  4. Continue to implement cooperation projects with the Asian Development Bank (ADB) and secure assistance from overseas for developing higher education and Savannakhet University.

1.3. Sports

1.3.1. Creation and Amendment of Legislations

1. Continue to amend the Strategic Development Plan on Lao Athletes and the Decree of the Prime Minister on Principles of Policy for National Trainers and Athletes (amended) requesting an approval in government session in 2013.

2. Continue to study a number of issues of legislations concerning technical work operations within the organizations and activities in the area of the sports and gymnastics sector.
1.3.2. **Mass Sports and Gymnastics**

1. Continue to study and formulate short-term and long-term development plans for mass sports and propose these for approval by the Ministry towards implementation by the beginning of 2014.

2. Support the holding of mass sports and traditional sports competitions nationwide in order to create a lively atmosphere on the occasion of the celebration of important days of the nation and of localities.

3. Continue to support and promote sports competitions for disable persons continually in order to prepare to participate in competitions in the sub-region, region, and the international.

4. Coordinate with Xayabouly province over the holding of the 9th Traditional Sports Competition at the end of 2013.

5. Take responsibility for preparing for public exercise nationwide on the occasion of celebration of the National Sports and Gymnastics Day on 13 July 2013.

6. Take responsibility for coordinating with various sectors over the preparations for the 2nd Nationwide Paralympics Competition in Oudomxay province.

1.3.3. **Elite Sports and Gymnastics**

1. **In-country Sports Competitions**

   Continue to coordinate with national sports federations, provincial and capital sports federations to open wide the annual competitions in order to prepare athletes to compete in the Xth National Games in 2014 in Oudomxay province and the 4th Nationwide Secondary Student Games in Champasack province.

2. **Sports Competitions in Overseas**

   1. Continue to prepare participating in the 27th SEA Games (11-20 December 2013) in Myanmar.

   2. Coordinate with the Olympic Committee and National Sports Federations to take responsibility for preparing comprehensively towards participating in various Sports Competitions internationally.

   3. Participate in the Winter Olympics Games in Sochi, Russian Federation and the Youth Olympics Games in Nanjing, PR of China along with other such competitions.

3. **Sports Development**

   - **Training for Athletes:**
     
     Select national team of athletes to be targeting for winning a number of medals and send them to train overseas in the following sports:
     
     - **Wuhu:** Training in the PR of China
     - **Taekwondo:** Training in the Republic of Korea
     - **Judo:** Training in Japan
     - **Karate:** Training in Japan
     - **Vivian:** Training in the SR of Vietnam
     - **Keno:** Training in Indonesia
     - **Kata:** Training in Myanmar
Continue to invite foreign trainers for certain sports to train Lao athletes in preparing to participate in the 27th SEA Games; Select a number of athletes to be sent for training in neighboring allied countries.

- Training and Upgrading Capacity of Technical Staffs in the Area of Sports:
  Conduct upgrading training continually for trainers, referees, scientific staffs, and sports medicals using international Olympic funding, International Sports Federation funding, and the government’s budget.

1.3.4. National Sports Training Centers
1. Continue to improve and set up schools for talented athletes to succeed in time for school year 2013-2014 (especially with regard to textbooks, documents, and teaching handbooks).
2. Prepare to improve basic infrastructure and equipment for using in the training and preparation of athletes to compete in the 27th SEA Games in Myanmar.

1.3.5. National Sports Stadium
1. Coordinate with the Cabinet Office of the Ministry, the Olympic Office, technical departments, and relevant sectors to study on principles of management and utilization of that basic infrastructure to yield optimum benefits.
2. Continue to improve organization operations and upgrade the knowledge and capabilities of civil servants in terms of responsibility, political concepts and attitudes, and specialties and promote the management and utilization of stadium to yield optimum benefits.

1.3.6. Coordination and the National Commission for Olympic
1. Continue to cooperate with international Olympic organizations, international sports federations, and the International Commission for Olympic of member counties in the region, sub-region, and the world and secure assistance.
2. Continue to propose and implement activities in line with Olympic projects regarding the development of personnel in the area of sports- gymnastics, develop basic infrastructure, and prepare athletes to participate in competitions of various levels.
3. Prepare to participate in conferences and seminars: the 2nd and 3rd Ministerial Meeting on SEA in Myanmar, the 2nd Athlete’s Team Leaders Meeting in Nanjing, PR of China, and the regular Asian and international Olympic conferences.

1.3.7. Public Information Centers
1. Continue to expand and develop Public Information Centers of Ministry of Education and Sports so that they are complete, comprehensive, and of high quality; for example, daily newspapers, magazines, radio, and television.
2. Make efforts for television programs on education and sports to be broadcast on national television and other channels.
3. Prepare training in mass media, such as journalism, photography, and the recording of video for civil servants at central and local levels.
4. Prepare radio programme on education and sports and make efforts for them to be broadcasting via various radio stations.

1.3.8. **Preparations for the Holding of the 5th Nationwide Secondary Student Games**

1. Hold a meeting of the organizing committee and make a publicity statement about the games in order to inform the public and mobilize funding during July 2013.
2. Provide training to provincial level trainers for them to organize rehearsals for the opening and closing ceremonies in August 2013.
3. Open registrations for the various types of sports, competitions, and numbers of competitors in order to issue cards in September and close registrations in December 2013.
4. Hold a meeting of the sports steering committees of 17 provinces in October 2013. The 1st meeting to report on the readiness of the referees is to be held in September, the 2nd meeting in October, and the 3rd in November. Hold the first rehearsal for the opening and closing ceremonies in November 2013 and the 2nd in February 2014.
5. The referees shall be stationed in Champasack province and start the games in January to February 2014.

2. **Pillar 2: Improve Education Quality and Relevancy**

2.1. **Curriculum Development**

2.1.1. **General Education Curriculum**

1. Create master version of Draft learning and teaching materials for Kindergarten grade 3 and print learning and teaching materials for Kindergarten grade 2.
2. Improve curriculum, village teacher handbooks, and equipped learning and teaching materials for children through community-based school readiness; analyze and improve primary education curriculum.
3. Develop local curriculum for secondary education and create master version of textbook and teacher’s handbooks for M6; print textbooks and teacher’s handbooks for M4 and M5. Create curriculum for gifted students for the usage in excellent classes and schools.
4. Create curriculum, textbooks, and teacher’s handbooks which incorporate contents on the importance of preventing and eliminating corruption; incorporate knowledge on ASEAN in primary and secondary curriculum.
5. Develop management of learning and teaching processes on Lao language to ethnic students.

2.1.2. **Teacher Training Curriculum**

1. Review and improve the primary education teacher training curriculum for the 9+3 and 12+2 systems so that teacher students are able to teach English language after graduation.
2. Develop the continuing bachelor’s degree curriculum for kindergarten, primary, and secondary teachers (being able to teach M1-M7).
3. Improve teacher training curriculum with an emphasizing on competency, develop the model of learning and teaching by using IT, these are to be consistent with general education curriculum and being able to integrate with regional.
2.1.3. Physical Education and Arts Education Curriculum

1. Create physical education curriculum for vocational schools, colleges, and the 8 teacher training colleges nationwide.
2. Improve the continuing higher level course curriculum, the continuing bachelor’s degree course curriculum, higher level course of 12+2 system for the 1\textsuperscript{st} year and 2\textsuperscript{nd} year in partnership with Universities of Physical Education in Socialist Republic of Vietnam.
3. Create teaching materials for art and music (songs, traditional singing “Lum”, and “sonfé” singing) according to the primary curriculum; write and compile lessons pattern for subject line of the 9+3 and 12+2 systems in accordance with the newly improved curriculum.
4. Continue to improve continuing curriculum and lessons in all systems so that they meet the standards based on the developed general educational curriculum.

2.1.4. Technical and Vocational Education Curriculum

1. Continue to develop curriculum with an emphasis on competency or curricula based on capacity in 13 subjects.
2. Conduct the training courses based on curriculum by involving private sectors and various types of career/occupation in the areas of mechanics for automobile, agricultural machinery, and heavy machineries.
3. Implement the piloting of general vocational curriculum for 5 subjects at upper-secondary level at ethnic boarding schools in 6 provinces.
4. Continue to improve higher level and bachelor’s degree for vocational teacher training curricula at technical and vocational institutes and higher level at technical vocational colleges.

2.1.5. Higher Education Curriculum

1. Disseminate national standards of curriculum to the public and private educational institutes.
2. Monitor the implementation of curriculum and scientific research at various educational institutes.
3. Study the subject codes of curriculum in the higher education stream.

2.1.6. Non-Formal Education Curriculum

1. Improve basic equivalency education curriculum for children aged 6-14 years by mobile teachers to raise its quality in equivalent to normal education delivered in schools.
2. Develop and complete lower-secondary equivalency education curriculum for the publics and apply experimental teaching.
3. Develop basic vocational education curricula for development of quality of life.
4. Conduct feasibility study on the development of Bachelor’s degree and Master’s degree for Non-formal Education in collaboration with Faculty of Education Sciences, national University of Laos.
2.2. **Provision of Learning and Teaching Equipment and Basic Materials**

1. Provide and distribute white and colored chalks nationwide and print textbooks and teacher’s handbooks-record books, curriculum to be provided to each individual primary school nationwide.

2. Provide textbooks, especially M7 textbooks. Continue to equip and install learning and teaching equipment for 3 subjects (carpenter-furniture, construction-housing and machinery and automobile maintenance) for technical and vocational education institutes.

3. Continue to equip and install printing equipment for the Vocational Education Development Institute (VEDI), Sappavisa Polytechnic College, Pakpasack Technical College, Integrated Vocational Training Colleges in 3 Southern provinces, the Lao-German Technical School, and Savannakhet, Xekong, and Khammouane Technical Schools.

4. Print the new revised educational curriculum and handbooks for national defense and public security, handbook for athletics-track, *kataw*, and rules for the lining.

2.3. **Teacher Training**

- **Teacher Development and Training**

  1. Train for trainers on English language for grade 5 of primary education; improve the teaching of English language at primary and lower-secondary levels; create a training package for teachers training focus on a practical experiments and use scientific equipment at secondary level.

  2. Upgrading knowledge and capability of teachers at teacher training institutes, on-site practice, and the use of ICT in teaching and practical experiments of teacher students.

  3. Continue to provide short-term training to 240 vocational teachers, of which 200 are to receive intensive training; upgrading skills through on-site practice for 300 teachers at the enterprise-institution in the Lao PDR; training in overseas such as: (1) conduct on-site skills training in enterprise-institutes; and (2) 60 to be received pedagogical training for teachers.

  4. Provide training of trainers on vocational subjects for non-formal education centers in 5 provinces: Xiengkhouang, Bolikhamxay, Houaphan, Phongsaly, and Vientiane Capital, and a number of district centers. Provide training on the use of the new curriculum to 150 lower-secondary teachers and 100 M7 teachers.

  5. Provide training on anti-narcotics in schools to leaders of cluster of volunteers nationwide.

  6. Open in-service training for teachers during school vocation nationwide (provincial and district levels).

- **Teacher Placement and Solving Teacher Issues**

  1. Support provinces, districts, and schools nationwide to do planning on demands of teachers according to the actual educational level, subjects-line as well as the planning on teacher training of each locality.

  2. Create and improve legislative documents for use in the selection of students to study in teacher training and recruit and place teacher students following their graduation.

  3. Examine the lists of excess teachers and teacher shortages in certain areas and place teachers in strict accordance with Decree 177.
2.4. **Analytical Study and Experimental Research**

1. Continue a study on the standards to measure the physical capability of students, the teaching of ICT at lower-secondary level, and basic vocational teaching at secondary level.
2. Conduct research into the topic “consistency between the quality of basic educational level curricula and post-basic educational level curricula”.
3. Hold a meeting to disseminate the research papers on the two topics “factors affecting the learning achievement of students at teacher training institutes” and “the 7 tasks of management and administration of primary school principals”. Select and conduct examination as for the section of students to further studies in the SR of Vietnam and the PR of China.

2.5. **Education Quality Assurance**

1. Continue to provide training in the use of the EQS for primary and secondary levels in the target provinces. Continue to create EQS for kindergarten level and non-formal education and prepare the plan to develop items-bank for the completion examinations and entrance examinations to higher education.
2. Commence school-assessment for primary and lower-secondary schools according to the minimum standards and achieve 50% of all complete schools nationwide.
3. Collect data to evaluate the learning and teaching of teacher training colleges and vocational and technical colleges operating according to the continuing courses systems during the school vacation and none of office hours.
4. Continue to study on relevant references and data to develop educational qualifications for all education levels and streams. Monitor the learning of Lao students in Cambodia. Prepare Vietnamese language teaching at 4 universities.

3. **Pillar 3: Education Management and Administration**

3.1. **Political Concepts and Policies**

1. Hold teachers’ meetings during school vacation at three levels (central, provincial, and district) and shall be completing these before the opening of the new academic year including competitive campaign on the *Three Points* (teach well, study well, and green schools).
2. Taking leading role and providing guidance in the training on various resolutions and orders for staffs and Party members for 3 times. Conduct 1 Short-term Training of 45-days on political study and governance. Dispatch of 6 higher level officials to study political theory and higher level, both domestically and overseas.
3. Study on the planning for the designation of leader and managerial positions at central level. Taking leading role in encouraging the Lao Women’s Union (LWU) Committee members in each level to implement the adoption of the Resolutions of the 3rd LWU Executive Board Members Committee

3.2. **Improvements of Organizational Mechanism**

1. Continue to improve the organization and operations of bodies associated with the MoES and universities; continue to create and improve the legislations of the education and sports sector, especially 96 pieces of legislation; conduct evaluation on the enforcement and implementation of the amended Education Law.
2. Improve regulations for a management of students studying in the in-country and foreign students studying in Laos.
3. Improve the Law on Technical and Vocational Education and Vocational Training and proceeding to the government and National Assembly (NA).

3.3. Civil Servant Placement and Management
1. Open a joint meeting between the Ministry of Home Affairs, the Ministry of Finance, the Ministry of Labor and Social Welfare on the tests to select and recruit new staff members.
2. Publish a regulations book on the management of Lao students studying overseas and hold a meeting to disseminate the enforcement of regulations for the management of students studying in the country and overseas.

3.4. Policies of Admirations
1. Open the annual meeting and study on the policies of admiration; continue to produce and distribute badges (shoulder’s mark).
2. Organize the taking of outstanding teachers on study tours to meet 125 retired civil servants in 2013-2014 and organize meeting for 51 civil servants before they retire.
3. Continue to study on the enforcement of disciplinary measures for the neglect of duties by teachers and administrative staff; study on the conduct of policies on financial support and provision of land for a construction for target staff members.

3.5. Education Management of Information System
1. Continue to hold the 2012 and 2013 annual meetings to analyze education data and resolve issues with database management for district staffs in 140 districts and 10 provinces.
2. Pilot testing a tool of the LAMP and conduct the primary survey.
3. Continue to develop software on the LAOEMIS and create software on Personnel Management Information System (PMIS) and Financial Management Information System (FMIS).
4. Continue to install IP addresses for staff members of departments, centers, and institutes (old building), and monitor and inspect the installation of the systems of the ICT Center and model complete secondary schools.
5. Create documents and training topics to train staff members in the Ministry and in the provinces.
6. Improve and create education mapping for each district nationwide.

3.6. Strengthening Capacity on Planning and Finance
3.6.1. Planning
1. Continue to improve planning systems in association with budget plans using annual planning in which should be calculated cost-based.
2. Continue to strengthen capacity on planning and finance for provincial, district, and relevant education institutions staffs, including central levels, in projection on number of students, civil servants, basic equipment as well as financial resources by using the database for its projection.
3. Prepare project proposals for the Preschool Education Development Project, the Savannakhet University Development Project (Nong Pheu Campus), the Basic Education Development Project (teacher training), the Project for the Use of ICT to Improve Education Quality and school access, Phase 2.


5. Hold the 8th Executive Boards Meeting of the National Commission for Education Reform and hold the Annual National Education Administrators Conference 2014 in Attapeu province.

3.6.2. Finance

In order to improve budget planning systems and financial management on the activities, this will be implemented during 2013-2014:

1. Improve financial data reporting and assets management systems at all levels.
2. Pilot the use a ready used software for administrative accounting on the incomes generated from technical services.
3. Study the feasibility of managing school management funds through the banking system in order to request guidance from the Cabinet of the Ministry of Education and Sports and the Ministry of Finance.
4. Continue to hold meetings to review lessons learned on the financial management of projects/programs and the use of accounting software by the 16 target provinces of the EFA Program.
5. Enhance capacities among financial staffs at Ministry level (34 units), provincial level, district level, and school level in terms of financial management and accounting. Create budget unit codes.
6. Hold meetings to review lessons learned in the management and use of assets at provincial and district levels.

3.7. External Relations and Cooperation

1. Actively expand and seek development cooperation with foreign countries, international organizations, development partners under the scope of bilateral and multilateral cooperation broadly to contribute in the Three-Build Directive and implement the three main programmes issued by the MoES.
2. Make all preparations for the holding of the 2nd ASEAN Ministerial Meeting on Sports, which is to be hosted by the Ministry of Education and Sports of the Lao PDR in November 2013.
3. Make all preparations for the hosting of the 8th ASEAN Education Ministerial Meeting, the 2nd ASEAN Plus Three, and the 2nd ASEAN Meeting under the EAS framework, which is to be hosted by the Ministry of Education and Sports of the Lao PDR in July 2014.
4. Coordinate; prepare documents for, and draft agreements and MOUs on the cooperation on education and sports between the Ministry of Education and Sports and international organizations and foreign countries.
5. Support implementing departments which have projects in the Ministry of Education and Sports, the NUOL, Champasack University, Souphanouvong University, Savannakhet University, and the Provincial Education and Sports Service(s) and Capital in the drafting of cooperation treaties.

6. Collaborate with UNICEF and UNESCO in the formulation of future cooperation plans for the development of teacher training curriculum and the monitoring and evaluation of the action plan for teacher training. Coordinate with SEAMEO RECSAM and SEAMOLEC for the training of trainers, the receiving of short-term experts and participation in the creation of an ASEAN framework of the standards for science and mathematics teachers. Cooperate with the World Bank over the Basic Education Project, with the Asia Development Bank over the Post-Basic Education Project, with Germany and EU country members over technical and vocational education, and so forth.

3.8. Monitoring, Inspections, and Evaluations

- **Main expectations:**
  1. Monitor and inspect the roles and responsibilities according to plans regularly.
  2. Monitor, inspect, and eliminate all forms of shortcomings in the education and sport sector so that they are reduced.
  3. Improve legislation and create handbooks and tools for monitoring, inspections, and evaluations that should be relevant and precise.
  4. Strengthen capacities of administrators and inspection committees of all levels.

- **Focus tasks:**
  1. Monitor and inspect the implementation of the resolutions and instructions of the leading committee of the Ministry and the conduct of regulation, work operation of administrators of each level, including those at universities and educational institutes and of civil servants operating under the management of the Ministry of Education and Sports.
  2. Strengthen capacities of personnel charged with the duty of monitoring, inspections, and evaluations at all levels.


- **Focus tasks:**
  1. Implement approved projects funded by Nam Theun 2, the total value being 243,091,760 kip; implement activities for the targets of the *Three-Build Directive*.
  2. Continue to encourage public and private sector technical and vocational institutes in their sending of teachers and students for work experience in localities in connection with the implementation of the *Three-Build Directive* in its 51 target districts and 105 target villages.
1. Fiscal Situation in 2012-2013

In 2012-2013, a total of 3,811,909.84 million kip was received throughout the education sector, equal to 16.70% of government spending, broken down as follows:

<table>
<thead>
<tr>
<th>Type of Expenditure</th>
<th>Cost</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent Expenditure</td>
<td>2,785,130.69</td>
<td>73%</td>
</tr>
<tr>
<td>Salaries</td>
<td>2,437,776.26</td>
<td>64%</td>
</tr>
<tr>
<td>Non-Wage</td>
<td>347,354.43</td>
<td>9%</td>
</tr>
<tr>
<td>Investment</td>
<td>1,026,779.15</td>
<td>27%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,811,909.84</td>
<td></td>
</tr>
</tbody>
</table>

Although education expenditure cost has risen considerably from last year, this spending has mostly gone on salaries and allowances, accounting for 64% of all educational expenditure. Expenditure on regular on administration and education quality improvement accounts for just 9%. If we separate the expenditures on administration by each type of expenditure and by each sub-sector, it could be shown as the following table:

Table: Total Expenditures

<table>
<thead>
<tr>
<th>Type of Expenditure</th>
<th>Cost</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent Expenditure</td>
<td>2,785,130.69</td>
<td>73%</td>
</tr>
<tr>
<td>Salaries</td>
<td>2,437,776.26</td>
<td>64%</td>
</tr>
<tr>
<td>Non-Wage</td>
<td>347,354.43</td>
<td>9%</td>
</tr>
<tr>
<td>Investment</td>
<td>1,026,779.15</td>
<td>27%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,811,909.84</td>
<td></td>
</tr>
</tbody>
</table>

2. Budget for 2013-2014

In order to achieve the various expectations specified in the Education and Sports Development Plan, education and human resource development are seen as important. The government therefore considers education a prioritized sector. For 2013-2014, the National Assembly has therefore approved a budget of 17.40% of government spending, equal to 4,385,000 million kip, detailed as follows:

1. The regular administration budget totals 3,417,716.74 million kip, of which:
- Cost for Salaries: 2,440,628.3 million kip
- Cost for Allowances: 258,865.51 million kip
- Cost for Regular administration (including school administration funding): 377,508.26 million kip
- Cost for Capacity Development and Technical promotion: 307,405.52 million kip
- Cost for New purchases: 33,309.13 million kip

2. Investment budget: 967,283.26 million kip
Part IV
Implementation Measures

1. Implement the dissemination of the plan as the documentation for this year’s annual conference of education administrators among education administrators, staffs, teachers, and students so that they gain a clear and deep understanding and are able to implement productively.

2. All departments, Provincial Education and Sports Service DESBs and PESSs must take this plan for use as a reference in actual further formulation of the operation plan and detailed projects, and taking leading roles to guide the implementation in such a way that is consistent with the actual circumstances of their localities effectively.

3. Improve work operation and coordination between bodies of the education and sports sector, both horizontally and vertically, and between schools and families and communities so that they are consistent and conducted effectively.

4. Education and sports administrators of each level must guide, taking lead, monitor, inspect, and summarize and report to superior levels on a regular basis.

5. Each parties is here by assigned the duty of using the data of their respective statistics units and the Education Statistics and IT Center and coordinate with Provincial Education and Sports Service (s) and District Education and Sports Bureau(s) conducting teacher demands surveys and education and sports management under their respective scopes of responsibilities. Use education mapping system to expand the education network and formulate a planning on teacher training or education and sports quality development starting by Village Education Development Committee(s) and District and Provincial Education Development Committees including to fully participate in decision making and management of various education and sports development projects.

6. Each education and sports body is assigned the duty of raising understanding of the various projects, continuing to seek financial grant assistances, and co-funding under the basis of foreign and international cooperation for the implementation of education and sports development.
Annual Education and Sports Administrators Conference 2013 was held from 24-26 June 2013 at Houaphan Province under the co-chairmanship between the ministerial board committee and provincial leading committee in which received the welcome and opening the conference by Mr. Khamhoung Heaungvongsy, a Central Party Board Member, Provincial secretariat to the Party, Governor of Houaphan Province. The second day of conference, participants received guideline statements addressed by Dr. Phankham Viphavanh, Member of the Politburo of Central Party, Ministry’s Central Party Secretariat, Minister of Education and Sports, and with also attended by Governor of Xayabouly Province, Vice Ministers and equivalent rank at the central level, Assistants to Minister, representatives from Ministry and distinguish guests from central and provincial level, Rectors from 5 Universities, Deans, Directors of Cabinet, Director General of Department, Institutes, and equivalent agencies, centers, education institutions of Ministry of Education and Sports, ministry’s mass organizations, Directors of Provincial Education and Sports Service/and capital city, Lao Cultural Ambassadors to Embassy of Laos to S.R of Vietnam, P.R of China and Thailand, Chairman of Private Education Association, representatives from concerned educational institutes and technical staffs at central and local level. Specially, the attendances also included representatives from provincial departments, District Governors of Houaphanh Province, Heads of District Education and Sports Bureau and media, totally 296 peoples, women 27.

The conferences/attendances were introduced on number of important documents such as: (1) the summary report on the implementation of Annual Education Development 2012-2013 and directions for the Education Development Plan 2013-2014; (2) the results from the data collections and the assessment on circumstances and constraints of the 54 public and private education institutes in Vientiane Capital; (3) allocation and execution of budget and expenditures of education and sports sector; (4) public investment plan 2012-2013 and projection of investment plan 2013-2014 and instructional guideline on Minister of Ministry of Education and Sports on implementation of a placement of students-staffs who pursuit continuing study; and (5) the progress of the drafting 96 legislative documents. Specially, the attendances also listened to the statement of lesson learned on the taken leadership to the work execution on education development by the Provincial Party Committee and authority of Xayabouly Province regarding eradication of illiteracy and completion of primary education equivalency of Xaysathan District.
The Conference had studied, considered, given comments on those documents under highest responsibility and mutually agreed on the resolutions as following:

1. Agreed to adopt the statement of guidance of Dr. Phankham Viphavanh, Member of the Politburo of Central Party, Ministry’s Central Party Secretariat, Minister of Education and Sports on the implementation of the strategic plan on education system reform intensively.

2. Agreed to carry to the actual implementation based on the lesson learned by the Provincial Party Committee and authority of Xayabouly Province regarding eradication of illiteracy and completion of primary education equivalency of Xaysathan District.


4. Through the sessions on sharing comments/thoughts and opinions on implementation towards MDGs target and plan of action on Education For All, and National Education System Reform, Phase 2; the Conference mutually adopted the issues in which needs to be continuing development in 2013-2014 such as:
   4.1. Delegate to local authority and Provincial Education and Sports Service(s), District Education and Sports Bureau(s), Village Education Development Committee to put effort towards achieving MDGs targets, and Education For All;
   4.2. Continue to carry an action on National Education System Reform, Phase 2 productively in focusing on raising the quality of vocational and technical education and higher education both in public and private institutes;
   4.3. Continue conducting quality assessment for vocational and technical education institutes and universities both in public and private across the country.
   4.4. Continue support trainings both pre-service training and in-service training for teachers at preschool education, primary education, secondary education for improving quality and to meet the actual needs of localities in order to solve the issue of excess of number on teachers, but insufficient in remote area.
   4.5. Continue amending and drafting necessary legislative documents to be completed according to the National Education System Reform, phase 2 addressing to the issue of administration and management.
   4.6. Study on the allocation of the current of students’ transference from Lower secondary to upper secondary, and from upper secondary to vocational and technical education institutes and to various higher education institutes.
   4.7. Continue to put priority and promote teachers upgrading through the in-service trainings for colleges, universities both public and private institutes;
   4.8. Study and on the establishment of national counsel for education higher education, national counsel for private education, improving existing national counsel for vocational and technical education.
   4.9. Draft budget and financial plan for provision of experimental, sports, laboratory equipment to teacher training colleges and universities as base
   4.10. Re-improve primary and secondary education pedagogical system in order to support a quality learning-teaching;
4.11. Put priority to the poor districts and three-building target districts to receive entrance quotas to teacher training stream and vocational technical stream;

4.12. Strengthen capacity on effective monitoring, inspection at all level;

4.13. Conduct assessment on education law with all parties participation in order to enable to amend education law which is to be in line with the plan for education system reform;

4.14. Adopt instructional guideline of Minister’s Ministry of Education and Sports on the organizing the meeting for teachers during school vacation, and instructional guideline of Minister’s Ministry of Education and Sports on allotting number of quotas for students enrolment in this school year 2013-2014;

The conference expresses an appreciation to Mr. Khamhoung Heaungvongsy, a Central Party Board Member, Provincial secretariat to the Party, Governor of Houaphan Province, including Provincial Education and Sports Services, staffs, soldiers, polices, and people of Sam Neu District on create any conveniences to support a success and achieved its objectives in organizing Annual Education and Sports Administrators Conference 2013;

In order to enable the realistic results in implementation of the conference’s resolutions, the conference required education and sports administrators, local authorities and concerned parties at all level together undertake this Resolutions to disseminate and formulate into action plan appropriately and relevantly to the actuality under their responsibility.

Minister of Ministry of Education and Sports
Dr. Phankham Viphavanh
Annual Education and Sports Administrators Conference 2013 had been preceded intensively, till this time approaching to a successful results based on its objectives and targets. The successful results of the conference acquired that was from great active responsibility of organizers, delegates and active contributions of the Party Committee Members, local authorities at all level, staffs, teachers, soldiers/polices together with peoples of all ethnic groups of Houaphan Province where is a place of the origin of revolution in generally, for people of Sam Nue District in specifically. On behalf of Party committee, Leading Committee of Ministry of Education and Sports, Organizers of the Conference, Chairmanship to the Conference would like to express deeply congratulation to the successful results of this meeting.

Distinguish representatives!

Through the reports from each party and comments from representatives attended the conference, it is concluded and summarized that the implementation of the education development plan 2012-2013 was accomplished at the certain level as seen the better change comparing to previous years in terms of quantity and quality as well as better programme relevancy. The outstanding issue in the last year results is regarding the education affairs in which step towards a new quality followed the National Education Quality Standards in each level and stream. For the Sports and Gymnastics affairs are also improved, the change has been seen in regulations and sports event organizing practice in each level, management and administration system in education and sports turned to be more cautious, a new issue, which has never been appeared, is the all front line teachers entered to a new salary system and receiving more salary than before, the official uniform for administrative staffs and teachers has been designated in order to raise a better livelihood, mentality, and their social status of teachers. At the same time, across society begins to understand, changing attitude, mutually agree on the conduct of national education system reform and improvement of sports-gymnastics in the previous year, as well as international organizations also agreed and continue their commitments to support the reform and improvements. By the above-mentioned results, we will further continue to support and promote this along with paying attention and committed self-breakthrough on solving constraints, barriers, weakness which are not yet implemented. I would like to give comments on some highlighted issues as following:

1. Concerning the achievement of Millennium Development Goals in 2015 especially goal 2 and goal 3 has been seen that some of these indicators are still challenging such as:
(1) Survival rate of primary school students starting from P.1 and surviving to P.5 achieved just only 73.3%, that is still remains 21.7% to be achieved (target of 95%) that is caused from the higher drop-out and repetition; and the main reasons of these are due to students enrolled in P.1 did not pass preschool and pre-primary, teaching by teachers is not well, school management is not strength, students’ parents are very poor and unable to send their children to school regularly, students’ home are still scattered and far from school, children face difficulty during time to go to school and others.

(2) Currently there are still 14 districts scattered within the 7 provinces (Phongsaly, Vientiane Capital, Savannakhet, Saravanh, Xekong, Attapeu), not declared the primary education completion through primary education equivalency programme in the whole of districts, those districts are still facing number of difficulty in which shall together continue to solve the issues intensively with detail plan of actions.

(3) Gender equality in education between man and women; more and more higher education level caused the higher disparity, there are many reasons and the mains are involved number of localities are still poor and holding the old cultural practices in which female laboring is basic required in livelihood, and also encouraged earlier age marriage among young children.

➢ To address to those above-mentioned issues, I proposed some methodologies and solutions as following:

(1) First of all, urgently continue develop education mapping in the provinces, districts, cluster villages/villages requires schools or any type of learning places? At which level? Then, the planning shall be based on those demands (work plan, human resource plan, and financial plan) and must be aligned with economic development plan of the province, district, and cluster village/village.

(2) Continue allocating budget/finance and investments included the implementing public and foreign projects to the local grass-root villages and cluster villages, continue implementing and expanding projects on school’s meals, feeding, constructing dormitory for poor students far from schools unable to daily commute to school, at the same time supporting any necessary conditions on strengthening capability and sustainability of projects.

(3) Improve the teaching methods of teachers that used to pass upgrading training from the past, then assigned to the province/district to organize teachers meeting during vocation break each year, conduct extra-lesson teaching for the weak performed students with the plan, general principles, strengthen capacity of education and sports administrators especially school administrators by inviting them to train at Institute of Education Administrator Development. At the same time, education administrators and teachers at all level shall commit strictly in the stage of implementation.

(4) Continue implementing the 3 competitions campaigns in education and sports sector especially building up clean environment and beautiful schools attracting students to come to school.

(5) All districts/provinces brings lessons learned from Xayabouly province on the leadership on work-conduct in education to disseminate and adapt to the actual works especially the provinces/districts which are not yet to declare the primary
education completion through primary education equivalency programme with any availability of potential capacity, activeness, and breakthrough effort of localities as well as provincial and district authorities.

2. Regarding the teacher management and the use of teachers especially addressing to the issue of excess number of teachers but insufficient in rural areas, the methodology and solving measures, I proposed as following: First of all, it is required to collect accurate data on teacher pupils ratio, placement/rearrangement of teacher’s teaching assignment and station should be according to the Degree No. 177 of the government such as: 1 nursery-kindergarten teacher per 15 students, pre-primary and primary school teacher per 34 students, 1 lower secondary school teacher per 30 students, 1 upper secondary school teacher per 25 students, 1 vocational technical teacher per 20 students, 1 university teacher per 30 students; at the same time strictly recruiting students to students at teacher training institutes based on the policy.

3. Regarding the implementation on the National Education System Reform Phase 2 (2011-2015), especially the reform into the vocational and technical education, higher education included teacher training both of public and private in order to ensure that meet quality based on the national quality standards. I proposed methodology and solving measures as following:

   (1) Continue reviewing the mutual acknowledgement on the results from the completed pre-assessment of 54 educational institutes included colleges and higher education in Vientiane Capital (Publics of 25 institutes and privates of 29 institutes). After this mutual acknowledgement, then issuing Ministerial Instruction of Ministry of Education and Sports to urgently continue to improve and develop its own institutes based on the required quality principles of the national quality standards.

   (2) Continue conducting assessment vocational and technical education institutes and higher education both of publics and privates nationwide which are not yet conducted assessment based on the required quality principles of the national quality standards.

   (3) Those various vocational and technical education and higher education institutes both of publics and privates which are not yet meet quality based on national quality standards, shall take ownership to develop the institute to meet the national quality standards designated by Ministry of Education and Sports; it is also required the concerned departments such as Department of Teacher Education, Department of Higher Education to collaborate with other parties and educational institutes to prepare formulation of projects to support and assist improving those institutes, in particular lack of teachers and not meet standards, infrastructure of education institutes, management and administration of those institutes are not yet consistent and others. At the same time, the office of Private Education Councils shall re-study on the policies concerning to regulations, investment procedures both for domestic and foreign investment which carry business on education based on the policy of Ministry of Education and Sports.

4. For the development work of sports and gymnastics has not been coherent with human resource development, not yet being reachable to the public people in society. By the solutions, we re-improved strategic plan on the development of sports and gymnastics in which are going to circulated to government meeting in the next
month, after government approves the strategic plan, it is urgently required as following:

(1) Issue Instructional Guideline to enforce implementation and dissemination on the sports and gymnastics works to schools in every level both in the public and private school, as well as community level.

(2) It is maybe re-setting the standards on the qualification on sports’ fair play, being trainer, being referee

5. Finally, it requested to all of participants pay attention on taking leading role to organize final examination of secondary education completion which is current undertaking; to prepare entrance examination to vocational and technical stream and higher education included teacher training based on the required principles, fairness, transparency, being highly aware on the importance of allocation number of students-staffs in the academic year 2013-2014. Preparing and conducting the teachers meeting during vacation break successfully and productively tangibly, At the same time, it highly required to create any possible and available conditions to support the open of school year 2013-2014 on time and being related to the cerebration 19th anniversary of National Teachers Day (7th October 1994 – 7th October 2013) with a context, meaningful and atmosphere among the public people under a saving cost. For the cerebration of the 47th anniversary national sports and gymnastic day (13th July 1996 – 13th July 2013), the implementation shall be accordance with the already issued instructional guidance.

Distinguish participants!

Various issues, brought into the discussion in this conference, it is mutually adopted in principle such as the adopted Resolutions of this Conference. Importantly, we together will take this issues and results of the meeting to study on principles of implementation addressing to each issues under its own duty and responsibility towards outcome. By this end, concerned departments should apply into the enforceable legislations and plan of action practically, for the educational institutes at all level; localities shall identify precisely on the problems of the locals and do planning, solution, implementation towards actual outcomes. For existing legislations which are not yet consistent, unclear, remaining with the gaps especially for the delegation of management and responsibility, it is required an amendment in order to ensure that those are a better consistent and harmonized.

In final conclusion, again on behalf of leading committee of Ministry of Education and Sports, a Chairmanship of the Conference would like to expressed sincere appreciation to party committee, local authorities in all level, staffs, soldiers, police, business persons, traders, all ethnic people of Houaphanh Province, in specifically Sam Neu District, education administrators at all level, teachers, public and private organization, individuals in society, development partners and friendship countries who actively contributes to the development of education and sports sector in the past and hopefully to receive, support, assistance from all sectors in society in the next period of the development of education and sports. Appreciation also goes to all sectors and representatives in sharing your valuable time and travelling a long distance in to attend this conference responded to the invitation as well as your active participations that brought the successfulness of this conference. Specially,
highest appreciation goes to the Governor of Xayabouly Province in bringing a lesson learned on the Xayabouly provincial leadership on the development education and sports, in particularly, report statement of the achievements towards Millennium Development Goals to the conference.

Wishing all participants for healthy, happiness and success on your desire works, and peacefully and safely returning to family, work place

On behalf of chairmanship to this conference, I would like to declare officially closing of the Annual Education and Sports Administrators 2013.

Thank you
-------------------------------------------