Objectives

• To share a brief implementation plan of Lao PDR for EFA 2015 review

• To present existing mechanisms and strategies to achieve the EFA goals and monitor the targets

• To present the EFA goal 3 in Lao PDR context and how to prepare the EFA 2015 review from the goal 3 aspect

• To obtain the supportive recommendations and comments on the EFA 2015 review of Lao PDR from the regional technical workshop
Implementation Plan (IP)

- IP focuses not only to develop EFA 2015 review but also to build the capacity of mid and junior level officials from MoES
- Selected technical officials from MoES will conduct data/info collection, initial analysis and drafting the assessments with assistance from an International Education Statistics Specialist
- The EFA 2015 Review Committee and Education Sector Working Group (ESWG) including line departments and DPs will review the analysis & drafts
- Consultative workshops with some sub-national officials and grass-root implementers will be part of the process particularly for qualitative information
Mechanisms and Strategies

• In Lao PDR, in addition to the specific guidelines, the EFA NPA (2003-2015), ESDP (2009-2015) are primary guidelines for education sector development

• ESDP Policy Planning Matrix identifies 96 strategies, year 2015 targets, legislative requirements and so on (MTR of ESDP completed recently)

• Lao Edu-Info (offline, online, and mobile) extracted from the EMIS is available to monitor the targets (The profile and analysis reports produced)

• Recently, school network mapping, Lao Social Indicators Survey (LSIS), Labour Force Survey, Agriculture Census, Economics Census were conducted so as to support the availability of EFA indicators and its related ones
National context on EFA goals

- Lao PDR has been striving a range of interventions to fulfill the six EFA goals in a given country context.
- Focusing on EFA goal 3, life skills and lifelong learning, Lao PDR has developed corresponding guidelines, decrees, action plans and frameworks.
- **Post basic education**: within the 5+4+3 school organizational structure, the GoL has determined to achieve a gradual expansion of secondary education (general, TVET and life skills trainings).
- **TVET in particular**: Master Plan for TVET (2008-2020) provides strategies and targets on TVET.
- **TVET and youth skills training**: 4 targets clearly set out in the ESDF in line with the master plan for TVET.
National context on EFA goals (Cont:)

- **Teacher Education**: Strategy 2006-2015 and Teacher Professional Development guidelines and strategies provide the necessary range of interventions.
- Decrees issued in 2010 in support of strengthening teacher training and enabling teacher education institutions to offer a 12+3 degree programs with a total enrolment of around 15,000.
- New teacher training curriculum developed in 2010-2012 reflecting the 5+4+3 school organizational structure.
- **NFE**: The Department of NFE focuses on all measures of NFE including equivalent programme between formal and non-formal, mobile teacher programme and community learning centers.
Data Presentation

• Data presentation in the review 2015 of Lao PDR will be endeavored with;
  • Some available indicators (in time series and cross sectional data with various disaggregation) suggested by the UNESCO guidelines
  • Displays of the data (relevant charts and maps)
  • Basic statistical analysis using measures of central tendency, dispersion and others
  • Analysis on data gap, challenges on availability of data and quality of data
  • Gathering and presentation of case studies and qualitative information (best practices, success stories, problems encountered etc.)
Data Presentation (Based on Goal 3)

• Youth literacy rate (from MICSs – 1996, 2000 and 2006 and LSIS 2011-12) disaggregated by geographical, sex, wealth, ethnic language groups will be presented as they use same approach to measure the literacy

• The points need to be careful when making analysis on literacy rate will be highlighted so as to increase the awareness on concepts and approach of literacy assessment

• Number and GER in secondary (general, TVET, non-formal) will be presented in a time series manner by sex which can be generated from the EMIS and departmental database
Data Presentation (Based on Goal 3)

• The education attainment of youth (age 15 – 24), distribution by type of vocational training, average duration of training will be extracted from Labour force survey (2010)
• Distribution of TVET teachers by TVET center and programme by sex will be generated from EMIS and TVET Dept: database
• Some case studies will be presented through visiting the TVET centers and meeting with some officials from the centers
• Some targets of the goals 3 which are yet to meet and the recommendations to meet the targets will be presented as beyond 2015 agendas
THANKS FOR YOUR ATTENTION