Final Report:
Data Collection Survey on Education Environment of Lower Secondary Schools in Lao P.D.R

February, 2016

Japan International Cooperation Agency (JICA)

Mohri, Architect and Associates, Inc.

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Contents

Abbreviations/Acronyms

ADB	Asian Development Bank
BEQUAL	Basic Education Quality and Access in Laos
BESDP	Basic Education Sector Development Program
CIED Project	Community Initiatives Education Development Project
DER	Department of External Relations
DESB	District Education and Sports Bureau
DP	Department of Planning
DSE	Department of Secondary Education
DOF	Department of Finance
DPPE	Department of Pre-primary and Primary Education
DTE	Department of Teacher Education
DUCDA	District Unit for Construction and Development Assistance
ECDM	Education Construction Design and Management
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
EQS	Education Quality Standard
ESDF	Education Sector Development Framework
ESQAC	Education Standard and Quality Assurance Center
ESC	Education Statistic Center
ESDP	Education Sector Development Plan
FTI	Fast Track Initiative
GER	Gross Enrollment Rate
GDP	Gross Domestic Product
GGP	Grant Assistance for Grass-roots Human Security Projects
GNI	Gross National Income
GPE	Global Partnership for Education
GPI	Gender Parity Index
HAI	Human Assets Index
ICT	Information and Communication Technology
IEC	Inclusive Education Center
INSET	In-service Training
ITSME	Project for Improving In-service Teacher Training for Science and Mathematics Education
JAIF	Japan-ASEAN Integration Fund
JICA	Japan International Cooperation Agency

JOCV	Japan Overseas Cooperation Volunteers
KOICA	Korean International Cooperation Agency
LDC	Least Developed Country
MDGs	Millennium Development Goals
MOES	Ministry of Education and Sports
MOF	Ministry of Finance
MPI	Ministry of Planning and Investment
NER	Net Enrollment Rate
NSEDP	National Socio-Economic Development Plan
ODA	Official Development Assistance
PRESET	Pre-service Training
PESS	Provincial Education and Sports Service
PMU	Project Management Unit
PTA	Pupil's Parents Association
PUCDA	Provincial Unit for Construction and Development Assistance
SBF/SBG	School Block Fund/Grant
SESDP	Secondary Education Sector Development Program
SMATT	Project for Science and Mathematics Teacher Training
TEI	Teacher Education Institute
TESAP	Teacher Education Strategy and Action Plan
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UXO	Unexploded ordnance
VEDC	Village Education Development Committee
WASH	Water and Sanitation and Hygiene

CHAPTER 1

SUMMARY OF STUDY

Chapter 1 SUMMARY OF STUDY

1-1 Context of Study

The basic education sector of Laos has made some progress in access and in school environment following the increase of the number of primary schools, and the net enrollment rate (NER) of primary education reached 98.8 % in 2014/15 (from Ministry of Education and Sports of Lao P.D.R., MOES). Meanwhile, considering that the Gross Enrollment Rate (GER) of lower secondary education is struggling to develop at 78.1 % (from MOES), it appears that the transition from the primary level to the secondary level is a challenge for the country.

The Government of Lao P.D.R. has determined that ensuring access to high quality education is a priority agenda of the 8th National Socio-Economic Development Plan (NSEDP VIII 2016-2020) and presumes that it is an essential factor for sustainable economic growth and graduation from Least Developed Countries (LDC) status. In line with the national initiative, the Lao government is proceeding with an amendment of the Education Law from 5-year compulsory education to 9-year basic compulsory education. Furthermore, the Draft new Education Sector Development Plan (ESDP 2016-2020, hereinafter referred to as "ESDP VIII") targets 85% GER at the lower secondary level, and toward that achievement, it states that facility and infrastructure development, with a view to improving education environment and collaboration with local stakeholders, will be strengthened. Meanwhile, assistance from development partners tends to concentrate on the pre-primary and primary education subsector. Accordingly, assistance for secondary education subsector is in short supply though the demand is high.

1-2 Objective of Study

This study assumes mid- to long-term cooperation, particularly through the Grant Aid assistance of the Japanese government, in the improvement of lower secondary education facilities. Surveys are conducted in 14 out of the total 18 Provinces of Lao P.D.R. in order to comprehensively understand the present situation and status of lower secondary education in Laos and to suggest some optional directions for the future cooperation.

1-3 Timeframe of Study

1) Local Study I: Sunday, October 18, 2015 – Wednesday, November 25, 2015.
   During the period, JICA Officials joined from October 18 through October 24, 2015. Detailed timetable can be referenced at Appendix 1-1.
2) Local Study II: Sunday, January 17, 2016 – Saturday, January 23, 2016. Detailed timetable can be referenced at Appendix 1-2.

1-4 Members of Study Mission （Name, Responsibility, Organization belonging to）

Akira SUGIURA (Mr.)	Chief Consultant/Facility Planning	Mohri, Architect & Associates, Inc.
Hiroyuki YOSHIZAWA (Mr.)	Architectural Design	Mohri, Architect & Associates, Inc.
Tomomi NISHIYAMA (Ms.)	Construction Planning/Procurement/ Equipment Planning	Mohri, Architect & Associates, Inc.
Kenichi TSUNODA (Mr.)	Deputy Chief Consultant/Educational Planning	Mohri, Architect & Associates, Inc.
Kaoru MATSUMIYA (Ms.)	Architectural Design 2	Mohri, Architect & Associates, Inc.

1-5 Concerned persons consulted and/or interviewed

List of participants is attached as Appendix 2.

1-6 Contents of Study

1-6-1 Local Study I

(1) Interviews with concerned Departments of MOES

The study mission members met with concerned personnel of MOES Departments. Concerned personnel are listed in Appendix 2.

(2) Interviews with Provincial Education and Sports Services (PESS)

Prior to site visits to various secondary education facilities, the mission members stopped at 14 PESS for the purposes of interviewing concerned personnel and selecting secondary education facilities to be surveyed. Concerned personnel are listed in Appendix 2.

(3) Interviews at Teacher Training Colleges (TTC)

The mission members visited all 8 TTCs in Laos in order to determine their status and views on attached schools and to examine existing facility status. Concerned personnel are listed in Appendix 2.

(4) Interviews with Development Partners

The mission members contacted development partners presently assisting or potentially assisting in the lower secondary education sub-sector in Laos, such as the Asian Development Bank (ADB) and Australia among others. The details are described in 4-2. Concerned personnel are listed in Appendix 2.

(5) Site Visit Field Surveys

Under the reference or recommendation of each PESS, the mission members visited a total of 112 schools in 62 Districts in 13 Provinces plus 1 Capital throughout the country. The survey was extended to cooperating schools of TTCs, beneficiary schools of the Grant Assistance for Grass-roots Human Security Projects (GGP) by the Embassy of Japan, Ethnic Minority Boarding Schools, and Special Education Schools, in addition to normal secondary schools requiring rehabilitation or extension of education facilities. The list of education facilities surveyed is referenced in Appendix 4. Summaries of survey result of each site are attached as Appendix 5.

No. of Schools Surveyed by District and Province

Northern Region			Central Region			Southern Region		
Luangprabang Province 14 schools	Luangprabang District	6 schools	Vientiane Province 7 schools	Hinherb District	1 school	Salavanh Province 8 schools	Samuoi District	1 school
	Chomphet District	2 schools		Muen District	2 schools		Ta oi District	1 school
	Nambak District	1 school		Thoullakhom District	3 schools		Vapy District	1 school
	Ngoi District	1 school		Phonhong District	1 school		Khonegxedone District	1 school
	Park ou District	3 schools	Khammuane Province 7 schools	Thakhek District	2 schools		Nakhonepheng District	1 school
	Pak xeng District	1 school		Nongbok District	2 schools		Slavanh District	2 schools
Xiengkhuang Province 7 schools	Pek District	4 schools		Xebangfay District	1 school		Lao ngarm District	1 school
	Nonghed District	1 school		Mahaxay District	2 schools	Sekong Province 6 schools	Kaleum District	1 school
	Kham District	1 school	Savannakhet Province 8 schools	Kaysone Phomvihane District	1 school		Lamarm District	3 schools
	Phaxay District	1 school		Outhoomphone District	2 schools		Tateng District	2 schools
Houaphanh Province 9 schools	Viengxay District	1 school		Xaybuly District	1 school	Champasack Province 9 schools	Paksxong District	3 schools
	Xamneua District	3 schools		Atsaphone District	1 school		Champasack District	3 schools
	Huameuang District	2 schools		Phalanxay District	1 school		Pathoomphone District	3 schools
	Sopbao District	1 school		Xayphonthong District	1 school	Attapeu Province 7 schools	Sanamxay District	2 schools
	Xiengkhor District	1 school		Songkhone District	1 school		Xaysetha District	1 school
	Add District	1 school	Bolikhamxay Province 7 schools	Blikhanh District	2 schools		Phouvong District	2 schools
Luangnamtha Province 9 schools	Sing District	3 schools		Pakkading District	1 school		Samakkhixay District	2 schools
	Viengphoukha District	2 schools		Khamkeuth District	2 schools			
	Luangnamtha District	4 schools		Viengthong District	2 schools			
Oudomxay Province 7 schools	Xay District	4 schools	Vientiane Capital 7 schools	Xaysetha District	1 school			
	Beng District	3 schools		Chanthably District	2 schools			
				Sangthong District	2 schools			
				Xaythany District	1 school			
				Naxaythong District	1 school			

1-6-2 Local Study II

(1) Discussions with MOES

Based upon previously prepared documents, the study mission members exchanged opinions with officers of relevant departments.

(2) Interview with Development Partners

The study mission members interviewed development partners such as ADB.

(3) Visit to Houaphan and Xiengkhouang Provinces

The study mission members visited Houaphan and Xiengkhouang provinces to interview with PESS, local contractors, and lower secondary schools.

CHAPTER 2

SECONDARY EDUCATION SECTOR

CHAPTER 2 SECONDARY EDUCATION SECTOR

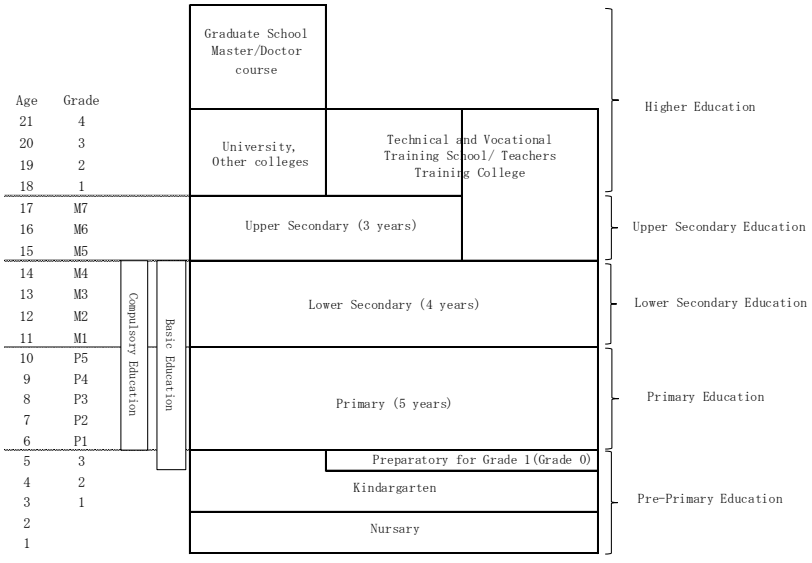
2-1 Education System in Lao P.D.R

2-1-1 Education System in Lao P.D.R

The education system in Lao P.D.R consists of pre-primary education (1-3 years), primary education (5 years), lower secondary education (4 years), upper secondary education (3 years), and higher education (4+ years). Basic education in Lao P.D.R refers to pre-primary, primary and lower secondary education[1].

After basic education, a student can opt for Technical and Vocational Education and Training (TVET). According to the ESDP VIII, the Government of Lao P.D.R upholds a policy to promote TVET education in order to develop human resources to consolidate economic growth, by diverting students from upper secondary education (ESDP VIII, p.19). In addition, there is Non-Formal Education to complement Basic Education.

Education System in Lao P.D.R.



(Consolidated by the Study mission team, referring to "Report on basic information collection study on the basic education sector in Lao P.D.R (Draft)" Feb.2014 and research in Lao P.D.R.)

[1]Education Law, enacted in July 2007, stipulates primary and lower secondary education as basic education. On the one other hand, Education Sector Development Framework (ESDF) promulgated in 2009 and ESDP 2011-2015 states that basic education covers pre-primary, primary and lower secondary education. According to an interview at the Department of pre-primary and primary education in December 2013, the last year of the 3-year pre-primary education is deemed as a part of "basic education."

2-1-2 Making Lower Secondary Education Compulsory

In this fiscal year 2015/16, Lao P.D.R passed a bill to make the 9-year basic education (primary and lower secondary education) compulsory, thereby replacing Education Law Article 17, which defined the 5-year primary education as compulsory education. ESDP VIII states that MOES has set one of its missions to "continue to strive to achieve compulsory primary education and expand compulsory education to include lower secondary education to assure that all have access to education to support socio-economic development."

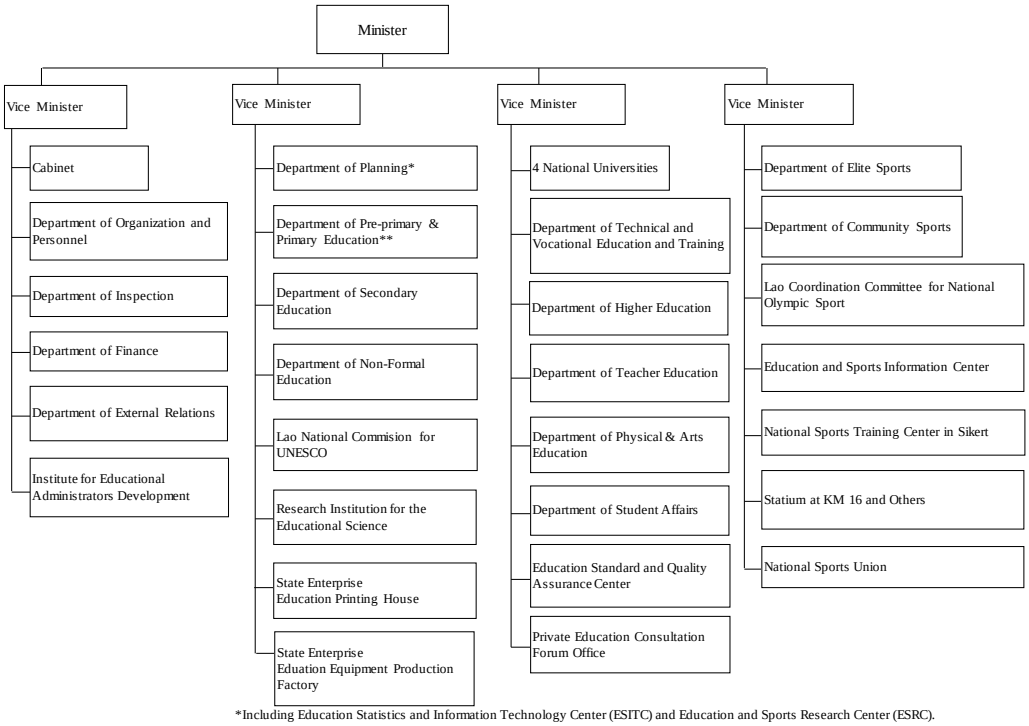
However, ESDP VIII has set a more realistic key indicator, which is to increase lower secondary GER to 85% by 2020 from 78% in 2015.

2-2 Education Administration

2-2-1 Education Administration at Central Level

In Lao P.D.R, MOES administers from the level of pre-primary to higher education. In September 2011, the Ministry of Education (MOE) and the National Sport Committee were integrated to become MOES. As for secondary education, the Department of Secondary Education (DSE) oversees both lower and secondary levels. The organogram of MOES is shown below.

Organogram of MOES



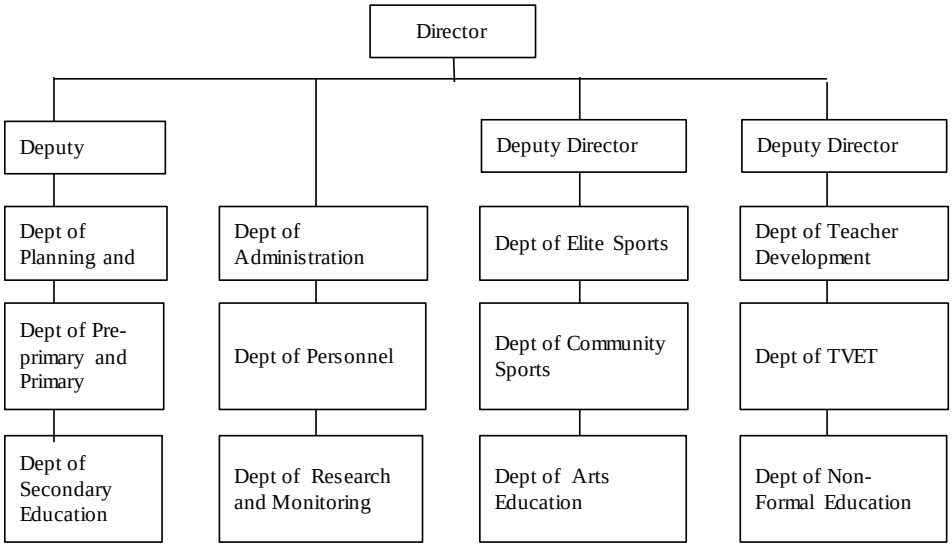
*Including Education Statistics and Information Technology Center (ESITC) and Education and Sports Research Center (ESRC).
**Including Inclusive Education Center (IEC).

(Source: Ministerial degree No. 1743/MOES June 6, 2012.)

2-2-2 Education Administration at Provincial and District Levels

Upper Secondary education is administered by Provincial Education and Sports Service (PESS), while pre-primary, primary, and Lower Secondary education are administered by District Education and Sports Bureau (DESB), upon the issue of Ministerial Decree in August 2012[2] regarding the decentralization of the administration. This delegation of work from MOES and PESS to DESB for lower secondary education is currently underway. In fact, some schools visited during the field survey are already under DESB, while others are not. However, the study mission observed no major difference from DESB to PESS, in terms of the monitoring and supervision of Lower secondary school and calculation of annual budget, as confirmed in 5-2. The organogram of PESS is shown below.

Organogram of PESS



(Consolidated by the Study mission team, referring to "Report on basic information collection study on the basic education sector in Lao P.D.R (Draft)" Feb. 2014 and research in Lao P.D.R.)

[2] "No. 1182/MOES: Instructional Guidance of Minister of Ministry of Education and Sports on the implementation of Decentralization, Roles, Responsibility of Education and Sports Sector," and "No. 1183/MOES: Instructional Guidance of Minister of Ministry of Education and Sports on the Pilot Programme on the builds of the Province as Strategic Unit; District as Strength Unit; and Village a Development Unit in the Focus Areas for Education and Sports Sectors" on 22 August 2012.

2-3 Education Budget

2-3-1 Education Budget Planning

The Education Law of Lao P.D.R., revised and promulgated in July 2007, states to "increase the rate of national budget education expenditures until reaching 18% and over." As is shown in Table 1 below, the previous ESDP VII (2011-2015) had been scheduled to raise the allocation up to 18%. Nevertheless, the past 5-year trend stayed between 13 and 15%. With this experience, the next ESDP VIII allocates at least 17% in order to realize the planned activities, as indicated in Table 2.

At a mission meeting with the Director General of the Department of Finance (DOF) of MOES, the mission members asked about the possibility of the realization of the above allocation. The DG of the DOF replied that, "As the Education Law determines it and the government promises the allocation, I believe it would be achieved."

For reference, according to its Education Strategic Plan (ESP) 2014-2018, Cambodia, a neighboring country whose educational indicators show a similar status to that of Laos, allocated 16.2% of its national budget to the education sector in 2014 and plans to increase it to 25.7% by 2018[3].

Table 1 ESDP 2011-2015 Financial Targets compared to Actual Allocations

	2010/11	2011/12	2012/13	2013/14	2014/15
ESDP 2011-2015 projected education share of state budget (*)	13.2%	14.4%	15.6%	16.8%	18.0%
ESDP 2011-2015 financing needs (bln kip) (*)	2,430	2,525	2,678	2,742	2,903
Actual share allocated (**)	13.2%	13.0%	14.5%	15.5%	14.6%
Actual budget allocated (bln kip) (**)	1,730	2,009	3,302	3,942	3,714

Note:(*) data from ESDP, (**)data from MOF Official Gazettes (Source: ESDP VIII, P28-29)

Table 2 Budget Constraint and Financing Gap/Surplus: (in million Kip)

	2015/16 (approved)	2016/17 (projected)	2017/18 (projected)	2018/19 (projected)	2019/20 (projected)
Government primary expenditure (excluding ODA)	19,777,000	21,989,000	24,655,000	27,603,000	30,866,000
Education share (%)	17.0	17.0	17.0	17.0	17.0
Education share (excluding ODA)	3,383,825	3,738,130	4,191,350	4,692,510	5,247,220
Financing requirements	**4,416,806**	**4,898,126**	**4,969,860**	**5,322,760**	**5,517,092**
Financing gap/surplus (excluding ODA)	-1,032,981	-1,159,996	-778,510	-630,250	-269,872
Projected ODA in education	656,000	619,000	625,000	705,000	625,000
Financing gap/surplus (including	-376,981	-540,996	-153,510	74,750	355,128

[3] Education Strategic Plan 2014-18, Kingdom of Cambodia, March 2014、Page 49-51.

ODA)					
Financing gap/surplus (cumulative)	-376,981	-917,977	-1,071,488	-996,738	-641,609

(Source: ESDPVIII , P31, Original Source: Ministry of Finance; for ODA, MOES Dept. of Planning)

2-3-2 Budget Allocation for Lower Secondary Education

Concerning the budget allocation for the lower secondary education sub-sector, 21-22% of the whole sector budget has been projected, as indicated in Table 3.

As a comparison, Cambodia likewise allocates 20-22% of its education budget for the lower secondary education sub-sector[4].

Table 3 Sub-sector Shares of the Financing Requirements (%)

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
ECED	8.6	8.5	8.6	9.6	10.1	11.0
Primary	36.2	36.2	33.2	32.7	30.8	30.4
Lower secondary	22.8	21.5	22.0	21.7	22.0	21.6
Upper secondary	11.0	10.6	11.7	12.1	12.6	12.2
TVET	3.2	3.6	3.9	4.0	4.2	4.2
Teacher Education (pre-service)	3.0	2.5	2.1	2.0	1.9	1.9
Higher Education	4.3	5.1	6.1	5.8	5.8	5.7
Non Formal Education	0.9	1.1	1.0	0.9	1.0	1.0
Management	10.0	9.9	9.6	9.7	10.3	10.2
Sport	-	1.0	1.9	1.4	1.3	1.8

(Source: ESDP VIII, P31, Original Source: MOES Dept. of Planning (based on Planning Model))

2-3-3 Education Budget Allocation Process and Procedure in Lao P.D.R.

The study mission members interviewed DOF and DP of MOES and PESS for learning how MOES and PESS request their budgets and how their budgets are allocated.

2-3-3-1 Recurrent Education Budget

The Department of Finance (DOF) of MOES is in charge of the recurrent education budget. According to the DG of DOF, as indicated in Table 4, wages and allowances of personnel shares close to 90% of the recurrent budget in the Education Sector. The “operational budget,” which is the recurrent budget other than wages and allowances, includes School Block Fund (SBF) or Grant (SBG), text and manual printing costs, and other teaching and learning material and supply expenses. DOF is responsible for putting together all requested budgets from different Departments and Provinces, and requesting to the Ministry of Finance (MOF). Each school is allowed to spend partially or all of the SBF/SBG for

[4] Education Strategic Plan 2014-18, Kingdom of Cambodia, March 2014,Page 52.

the purpose of facility construction, maintenance, and repair or rehabilitation, therefore the amount of SBF/SBG allocated for the facilities varies from one school to another.

ESDP VIII states that "it is expected that operational costs and investment significantly increase as compared to the Budget of 2014/15." (see Table 4)

Table 4 Financing requirements for ESDP VIII implementation (in million Kip) and Budget Composition (in % of financing requirements)

	2014/15 (actual)	2015/16 (projected)	2016/17 (projected)	2017/18 (projected)	2018/19 (projected)	2019/20 (projected)
Total education (a)=(b)+(c)+(d)	3,714,502	4,416,806	4,898,126	4,969,860	5,322,760	5,517,092
Wage (incl. family/petrol allowances) (b)	2,559,651	2,682,429	2,747,936	2,810,165	2,984,690	3,116,871
Non-Wage Recurrent (c)	437,566	940,681	1,064,420	1,057,159	1,083,845	1,141,598
Investment (d)	717,285*	793,696	1,085,770	1,102,537	1,254,225	1,258,623
Wage (incl. family/petrol allowances) (b)/(a)	69%	61%	56%	57%	56%	56%
% of Wage (incl. allowances) Recurrent (b)/(b+c)	85%	74%	72%	72%	73%	73%
% of Non-Wage Recurrent (c)/(a)	10%	21%	22%	21%	20%	21%
% of Investment in Total education budget (d)/(a)	19%	18%	22%	22%	24%	23%

Note：(*)includes ODA（Source：ESDP VIII , Page 29 Table 2, Original Source: MoES Dept. Planning (based on Planning Model)）

Concerning the Provincial recurrent education budget, each PESS is in charge of projecting its own recurrent budget and requesting to the Provincial Governor's Office. The Governor's Office adjusts among requests from the other sectors before requesting to the MOF. At the same time, each PESS informs DOF/MOES of the amount requested to the Governor's Office, so that DOF can follow up on their requests and lobby and negotiate with the MOF for proper allocations. The MOF adjusts requests from and among the different sectors before submitting the national budget to the National Assembly for its approval. The approved budget is allocated to MOES and each of the Governor's Offices. By the time each PESS receives its budget allocation, the amount tends to be far less than their requested amount.

Tables-5-7 below show some examples of actual Provincial education budget allocation based on the responses from the PESS that the study mission members asked. The tendency of actual allocation results of the PESS in Oudomxay, Luangprabang, and Vientiane Province between 2010/11 and 2014/15 indicates that annual Provincial recurrent education budgets are between 11.5 billion Kip (approx. 170 million JPY) and 182.0 billion Kip (approx. 2.7 billion JPY, purple filled cells in Table

7). However, it should be noted that about 80-90% stand for wages and allowances of teachers and staff members under PESS.

Each school requests and expects to be allocated an investment budget for school facility construction, rehabilitation, and maintenance. However, if the expected amount is not allocated, each school is required to allocate its SBF/SBG as allocated by MOES through PESS. Considering the amount of SBF/SBF is between 20,000 kip (approx. 300 JPY) and 30,000 kip (approx. 450 JPY) per student, even for a relatively large-sized school of 1,000 students, the amount allocated to the school is no more than 20 million kip (approx. 300,000 JPY) or 30 million kip (450,000 JPY). As is mentioned in a following chapter, with an estimate of 100 million kip (approx. 1.5 million JPY) per classroom construction, even if the school allocates the whole amount of the SBF/SBG for classroom construction, it would take several years to build a single classroom, indicating that it is not feasible without an investment budget.

2-3-3-2 Education Investment Budget

As referenced above, except for the supplemental allocation from the SBF/SBG as part of the recurrent budget, Investment budget is generally applied for school and classroom construction, renovation, and rehabilitation. The Investment budget is under the responsibility of each Province, therefore each Governor's Office manages its own Provincial budget[5]. Regarding facility construction and rehabilitation for lower secondary education, each PESS puts together all necessities, requirements and demands for construction, expansion and rehabilitation, then requests its own Governor's Office for allocation of investment funds needed. The Governor's Office, just like for the recurrent budget, adjusts the requests from different sectors and determines the amount to be allocated to each sector. It is again a tendency that when each PESS receives its budget allocation, the amount tends to far less than the amount requested. Through interviews at PESS, the study mission team heard the following voices: "We are annually provided enough budget for only 4-5 school rehabilitation expenses (Vientiane Province)." "Normally, the investment budget for 2-4 schools compared to our expense request for 5 schools is allocated, but for this school year our request is limited to only 3 school rehabilitation or expansion expenses (Xiengkhouang Province)." "The Provincial investment budget is annually just for 1-2 schools, therefore each school is forced to allocate the SBF/SBG for facility rehabilitation or expansion (Luangprabang Province)." "Despite our request for 83 school rehabilitation expenses, the budget for only 2 schools was approved (Savannakhet Province)." "Although 70 schools require either rehabilitation or expansion, a budget for only 3-7 schools is allocated annually (Champasack Province)." Based on these findings along with sample school visits, it is easy to understand that an increase in the number of new schools and classrooms each year is

[5]Provinces gain their revenue through natural resources, such as minerals or timber woods, and taxation of commercial trades, etc. Provinces are obliged to partially share the revenue with the central government, as some Provinces gain more revenue compared to others whose revenue sources are very limited. Therefore redistribution by the central government is needed.

justified and realizable with financial and in-kind contribution and voluntary labor provisions by students' families and local community members. The ratio of temporary classrooms, mostly built by community participation, is further referenced province by province in Chapter 5.

2-3-4 Provincial Education Investment Budget

With reference to the assistance from development partners, Department of Secondary Education (DSE) is in charge of cooperation in the lower secondary level, while Teacher Education Institutes (TEIs) such as Teacher Training Colleges (TTC) are managed under the auspices of the Department of Teacher Education (DTE). In terms of budget execution, DTE takes the responsibility for TEIs and Technical and Vocational Schools, whereas the responsibility for secondary education and pre-primary /primary education is taken by PESS and DESB respectively. Concerning the investment budget, including Official Development Assistance (ODA) by international partners, all sectors including the education sector are under the direction of the Ministry of Planning and Investment (MPI). Within MOES, DP is in charge and liaises with the MPI on behalf of MOES. Therefore, each Department must inform and report to DP of any assistance from development partners, and DP informs and reports to the MPI. In addition, the investment budget distributed by the MPI is under the responsibility of DP in MOES. However, in reality, the investment budget distributed by the MPI directly to each Provincial Governor's Office is a lump sum including the budget of all sectors to be distributed at the Provincial level. Therefore, DP does not really know how much investment budget is allocated each year to each PESS. Particularly the management of investment budget is highly decentralized to the Provincial Governors' level in Lao P.D.R., therefore DP of each sector does not fully understand the allocation of the investment budget and it is beyond their control. On the other hand, as for policy implementation, it seems the central administration maintains control, and the study mission members found that every PESS visited responded with common and consistent answers to their questions.

The following Tables show some examples of Provincial education Investment budget allocation, based on the responses given by the PESS that the study mission members asked. The example of Oudomxay PESS, which provided the most Provincial budget information, shows that the Provincial Budget allocated to the education sector ranges from 129.5 billion Kip (approx. 1.9 billion JPY) in 2010/2011 to 339.2 billion Kip (approx. 5 billion JPY) in 2014/15, which accounted for 25-38% of the Provincial annual budgets (green filled cells), far exceeding the 18% legal mandatory allocation to the education sector. Meanwhile, from the other Provinces, PESS did not or cannot know the total amount of the Provincial Budget or how much percentage was allocated to the education sector from the Governor's Office, even though they know how much was allocated to their office. As stated earlier, Provincial investment budget is under the control of each Governor's Office; therefore DP of MOES is also not well informed.

Table 5 Actual Allocation Results of Provincial Education Budget

1) Oudomxay Province

Oudomxay Province Unit: million Kip

			Fiscal Year	2010/11	2011/12	2012/13	2013/14	2014/15
				Allocated budget				
Provincial Budget excluding foreign aid			1. Recurrent Budget	126,000	142,025	181,024	307,562	298,437
			(a) Allocation to all education sector	30,552	34,703	66,871	125,030	125,260
			(b) Allocation to lower secondary education sub-sector	4,648	8,588	17,280	37,968	43,841
			2. Investment Budget	3,540	2,963	66,392	54,200	40,747
			(c) Allocation to all education sector	**1,294**	1,563	2,678	1,830	2,479
			(d) Allocation to lower secondary education sub-sector	0	841	1,960	3,938	500
			3. Total Budget (1+2)	129,540	144,988	247,416	361,763	339,184
			(e) Allocation to all education sector (a+c)	31,845	36,266	69,549	126,860	127,739
			(f) Allocation to lower secondary education sub-sector (b+d)	4,648	9,429	19,240	41,906	44,341
% of education sector budget in total Provincial Budget ((e)/3.)				25%	25%	28%	35%	38%
% of investment budget in total education budget (c)/(e)				4%	4%	4%	**1%**	2%
% of lower secondary education budget in provincial education investment budget (d)/(c)				0%	54%	73%	215%	20%

(Source: Response by Oudomxay PESS to the question/request by the Study Mission Team)

Nonetheless, the study mission was able to obtain Provincial education investment budgets from several PESS. The 3 PESS, which provided information relatively well, reveal that the amounts range from about 1.2 billion Kip (approx. 180 million JPY, in Oudomxay in 2010/11) through about 22 billion Kip (approx. 330 million JPY, in Luangprabang in 2014/15), (orange filled cells in Table 5-7) indicating an investment budget share from 1% (in Oudomxay in 2013/14) through 18% (in Luangprabang in 2011/12) of the total education budget.

Table 6 Actual Allocation Results of Provincial Education Budget

Luangprabang Province Unit: million Kip

		Fiscal Year	2010/11	2011/12	2012/13	2013/14	2014/15
			Allocated budget				
Provincial Budget excluding foreign aid		1. Recurrent Budget	N/A	N/A	N/A	N/A	N/A
	(a)	Allocation to all education sector	45,531	53,731	92,783	169,111	168,844
	(b)	Allocation to lower secondary education sub-sector	7,740	9,671	16,979	30,237	30,391
		2. Investment Budget	N/A	N/A	N/A	N/A	N/A
	(c)	Allocation to all education sector	7,387	11,950	19,478	13,419	**21,997**
	(d)	Allocation to lower secondary education sub-sector	1,152	2,151	3,564	4,765	5,131
		3. Total Budget (1+2)	N/A	N/A	N/A	N/A	N/A
	(e)	Allocation to all education sector (a+c)	52,918	65,681	112,261	182,530	190,841
	(f)	Allocation to lower secondary education sub-sector (b+d)	8,892	11,822	20,543	35,002	35,522
% of investment budget in total education budget (c)/(e)			14%	**18%**	17%	7%	12%
% of lower secondary education budget in provincial education investment budget (d)/(c)			16%	18%	18%	36%	23%

(Source: Response by Luangprabang PESS to the question/request by the Study Mission Team)

Table 7Actual Allocation Results of Provincial Education Budget

Vientiane Province Unit: million Kip

		Fiscal Year	2010/11	2011/12	2012/13	2013/14	2014/15
			Allocated budget				
Provincial Budget excluding foreign aid		1. Recurrent Budget	0	0	0	0	0
	(a)	Allocation to all education sector	**11,546**	86,288	171,970	181,808	**182,002**
	(b)	Allocation to lower secondary education sub-sector	1,829	15,992	32,366	33,731	34,050
		2. Investment Budget	0	0	0	0	0
	(c)	Allocation to all education sector	1,449	6,907	2,843	8,451	7,281
	(d)	Allocation to lower secondary education sub-sector	440	679	0	640	880
		3. Total Budget (1+2)	0	0	0	0	0
	(e)	Allocation to all education sector (a+c)	12,995	93,195	174,813	190,259	189,283
	(f)	Allocation to lower secondary education sub-sector (b+d)	2,269	16,671	32,366	34,371	34,930
% of investment budget in total education budget (c)/(e)			11%	7%	2%	4%	4%
% of lower secondary education budget in provincial education investment budget (d)/(c)			30%	10%	0%	8%	12%

(Source: Response by Vientiane Province PESS to the question/request by the Study Mission Team)

With reference to the percentages of investment budget allocation to the lower secondary education sub-sector, they vary from billions of Kip (millions of JPY) in Oudomxay and Vientiane Province to

5 billion Kip (approx. 75 million JPY) in Luangprabang (blue filled cells in Table 5-7). Except for an error indicated by 215% in 2013/14 in Oudomxay, the sub-sector gets 0-30% of the educational investment budget in each Province each year. Using the Vientiane Capital estimate of 100 million Kip (approx. 1.5 million JPY) for construction or rehabilitation per classroom, some Provinces allocate only enough budget for several classrooms per year.

For the next 5-year plan, some PESS estimate or project their budget with an expectation following the past actual allocation results, while others cannot put any figure in the table (blue filled cells in Table 8). The following are some of the responses provided.

Table 8 Projections of Provincial Education Budget Allocation

Oudomxay Province Unit: million Kip

		Fiscal Year	2015/16	2016/17	2017/18	2018/19	2019/20
			Planned budget				
Provincial Budget excluding foreign aid		1. Recurrent Budget	N/A	N/A	N/A	N/A	N/A
		(a) Allocation to all education sector	180,952	186,432	193,238	187,591	193,220
		(b) Allocation to lower secondary education sub-sector	35,216	34,792	33,264	32,480	32,304
		2. Investment Budget	46,204	46,014	49,060	43,002	47,868
		(c) Allocation to all education sector	11,145	11,011	8,344	12,636	20,389
		(d) Allocation to lower secondary education sub-sector	0	0	0	0	0
		3. Total Budget (1+2)	N/A	N/A	N/A	N/A	N/A
		(e) Allocation to all education sector (a+c)	192,097	197,443	201,582	200,227	213,609
		(f) Allocation to lower secondary education sub-sector (b+d)	35,216	34,792	33,264	32,480	32,304
% of education sector budget in total Provincial Budget ((e)/3.)			N/A	N/A	N/A	N/A	N/A
% of investment budget in total education budget (c)/(e)			6%	6%	4%	6%	10%
% of lower secondary education budget in provincial education investment budget (d)/(c)			0%	0%	0%	0%	0%

(Source: Response by Oudomxay PESS to the question/request by the Study Mission Team)

Vientiane Capital Unit: million Kip

		Fiscal Year	2015/16	2016/17	2017/18	2018/19	2019/20
			Planned budget				
Provincial Budget excluding foreign aid		1. Recurrent Budget	N/A	N/A	N/A	N/A	N/A
		(a) Allocation to all education sector	188,630	188,466	190,047	190,116	193,245
		(b) Allocation to lower secondary education sub-sector	58,304	57,202	54,578	54,997	55,887
		2. Investment Budget	N/A	N/A	N/A	N/A	N/A
		(c) Allocation to all education sector	41,781	42,597	45,734	45,557	54,716
		(d) Allocation to lower secondary education sub-sector	10,247	10,437	12,840	14,920	19,399
		3. Total Budget (1+2)	N/A	N/A	N/A	N/A	N/A
		(e) Allocation to all education sector (a+c)	230,411	231,063	235,781	235,673	247,961
		(f) Allocation to lower secondary education sub-sector (b+d)	68,551	67,639	67,418	69,916	75,285
% of investment budget in total education budget (c)/(e)			18%	18%	19%	19%	22%
% of lower secondary education budget in provincial education investment budget (d)/(c)			25%	25%	28%	33%	35%

(Source: Response by Vientiane Capital PESS to the question/request by the Study Mission Team)

Luangnamtha Province Unit: million Kip

		Fiscal Year	2015/16	2016/17	2017/18	2018/19	2019/20
			Planned budget				
Provincial Budget excluding foreign aid		1. Recurrent Budget	N/A	N/A	N/A	N/A	N/A
		(a) Allocation to all education sector	95,163	104,700	109,935	115,431	121,203
		(b) Allocation to lower secondary education sub-sector	16,032	16,833	17,675	18,559	19,487
		2. Investment Budget	N/A	N/A	N/A	N/A	N/A
		(c) Allocation to all education sector	67,000	73,000	86,500	91,500	96,500
		(d) Allocation to lower secondary education sub-sector	15,000	18,000	22,000	25,000	28,000
		3. Total Budget (1+2)	N/A	N/A	N/A	N/A	N/A
		(e) Allocation to all education sector (a+c)	162,163	177,700	196,435	206,931	217,703
		(f) Allocation to lower secondary education sub-sector (b+d)	31,032	34,833	39,675	43,559	47,487
% of investment budget in total education budget (c)/(e)			41%	41%	44%	44%	44%
% of lower secondary education budget in provincial education investment budget (d)/(c)			22%	25%	25%	27%	29%

(Source: Response by Luangnamtha PESS to the question/request by the Study Mission Team)

Bolikhamxay Province Unit: million Kip

		Fiscal Year	2015/16	2016/17	2017/18	2018/19	2019/20
			Planned budget				
Provincial Budget excluding foreign aid		1. Recurrent Budget	N/A	N/A	N/A	N/A	N/A
		(a) Allocation to all education sector	127,000	127,000	127,000	128,000	128,000
		(b) Allocation to lower secondary education sub-sector	12,000	12,000	12,000	13,000	13,000
		2. Investment Budget	N/A	N/A	N/A	N/A	N/A
		(c) Allocation to all education sector	16,000	16,000	16,000	17,000	17,000
		(d) Allocation to lower secondary education sub-sector	6,000	6,000	6,000	7,000	7,000
		3. Total Budget (1+2)	N/A	N/A	N/A	N/A	N/A
		(e) Allocation to all education sector (a+c)	143,000	143,000	143,000	145,000	145,000
		(f) Allocation to lower secondary education sub-sector (b+d)	18,000	18,000	18,000	20,000	20,000
% of investment budget in total education budget (c)/(e)			11%	11%	11%	12%	12%
% of lower secondary education budget in provincial education investment budget (d)/(c)			38%	38%	38%	41%	41%

(Source: Response by Bolikhamxay PESS to the question/request by the Study Mission Team)

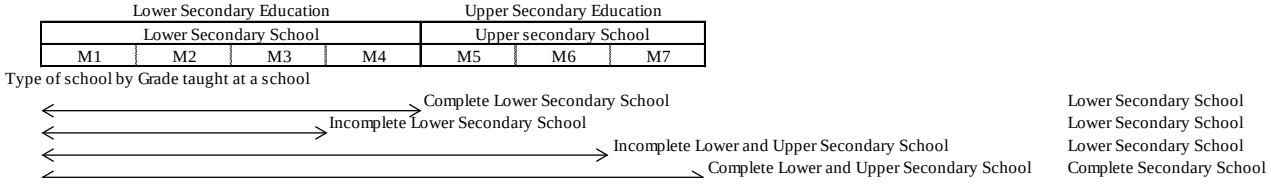
2-4 Current Status of Lower Secondary Education

2-4-1 Type of Schools

Secondary Education (M1~M7) is taught at “Lower Secondary School,” “Upper Secondary School,” and “Complete Secondary School.” The number of upper secondary schools, where only M5, M6 and M7 are taught, is small.

There are complete lower secondary schools where all M1~M4 classes are taught, and incomplete lower secondary schools where not all 4 grades are taught. Whether “complete” or “incomplete,” all lower secondary schools are called “Lower secondary schools.”

Likewise, there are “complete” lower and upper secondary schools where M1~M7 are taught, and “incomplete” lower and upper secondary schools where not all 7 grades are taught. A complete lower and upper secondary school is called a “complete secondary school,” while an incomplete lower and upper secondary school is called a “lower secondary school.”



2-4-2 Number of Secondary Schools

The following table shows the number of public and private secondary schools from 2010/11 to 2014/15. The number of upper secondary schools has remained almost the same. The number of lower secondary schools increased and decreased over the 5-year period, while the number of complete schools is consistently on the rise.

Table 9 No. of Schools

Province	2010/11				2011/12				2012/13				2013/14				2014/15			
	Lower	Upper	Complete	Total	Lower	Upper	Complete	Total	Lower	Upper	Complete	Total	Lower	Upper	Complete	Total	Lower	Upper	Complete	Total
Vientiane Capital	67	10	60	137	65	10	68	143	67	10	70	147	73	10	69	152	70	10	78	158
Phongsaly	27	0	8	35	31	0	9	40	30	0	12	42	34	0	13	47	35	0	16	51
Luangnamtha	32	0	11	43	31	0	15	46	32	0	18	50	34	0	19	53	38	0	19	57
Oudomxay	55	1	14	70	53	0	22	75	59	0	24	83	50	0	35	85	47	0	43	90
Bokeo	21	1	10	32	21	1	14	36	24	1	15	40	27	1	16	44	26	1	18	45
Luangprabang	46	0	25	71	50	0	28	78	58	0	32	90	57	0	40	97	57	0	44	101
Houaphan	88	1	21	110	88	1	29	118	87	1	35	123	90	1	38	129	88	2	43	133
Sayabouly	51	2	33	86	47	3	39	89	45	2	43	90	47	2	43	92	41	2	50	93
Xiengkhouang	60	2	20	82	57	2	29	88	60	2	29	91	64	2	31	97	58	2	31	91
Vientiane	67	5	26	98	55	4	41	100	57	4	41	102	59	4	41	104	46	4	41	91
Bolikhamxay	41	2	14	57	41	2	18	61	41	2	19	62	42	2	18	62	36	2	24	62
Khammouane	57	3	32	92	49	3	41	93	53	3	45	101	67	2	51	120	76	2	51	129
Savannakhet	115	1	50	166	116	2	60	178	122	3	61	186	130	4	66	200	130	4	74	208
Saravan	37	1	18	56	40	1	22	63	45	0	23	68	51	0	24	75	50	0	32	82
Sekong	19	0	10	29	20	0	12	32	26	0	12	38	30	0	12	42	29	0	14	43
Champasack	90	5	40	135	76	4	59	139	82	4	61	147	86	4	62	152	77	4	76	157
Attapue	19	1	8	28	20	1	9	30	20	1	13	34	21	1	13	35	24	1	13	38
Saisomboun																	7	0	15	22
LAO PDR	**892**	**35**	**400**	**1,327**	**860**	**34**	**515**	**1,409**	**908**	**33**	**553**	**1,494**	**962**	**33**	**591**	**1,586**	**935**	**34**	**682**	**1,651**

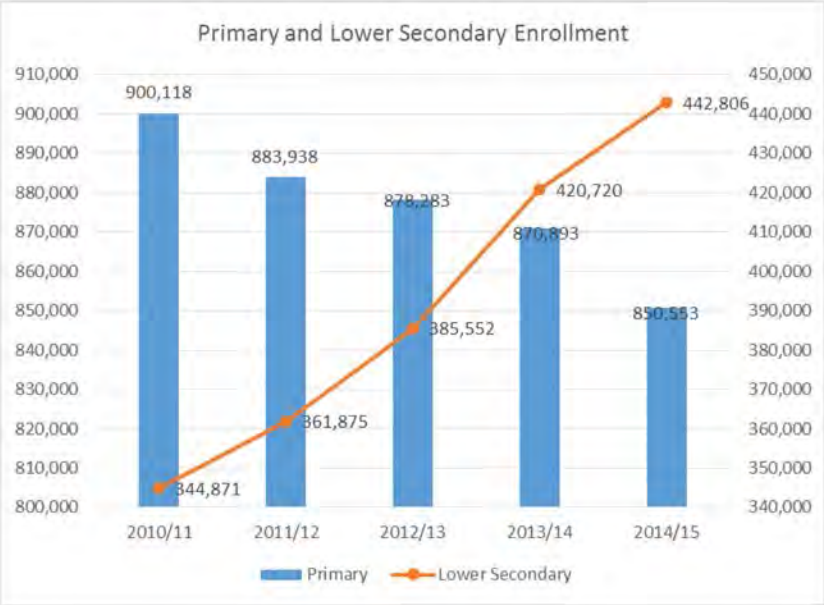
(Source: MOES Annual Census 2010/11～2014/15)

2-4-3 Enrollment

The following graph shows primary and lower secondary enrollment from 2010/11-2014/15. Lower secondary enrollment is consistently on the rise, though primary enrollment is on the decline.

DSE projects that the lower secondary enrollment will continuously rise, as the enrollment rate has not reached 100% yet, adding that it may start to decline after reaching 100%.

Table 10 Primary and Lower Secondary Enrollment



(Source : MOES Annual Census 2010/11～2014/15)

The following table shows the lower secondary enrollment by province from 2010/11 to 2014/15.

Table 11 Enrollment of Lower Secondary

Province	2010/11			2011/12			2012/13			2013/14			2014/15		
	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy
Vientiane Capital	47,042	22,490	24,552	48,712	23,464	25,248	50,756	24,407	26,349	51,577	24,870	26,707	50,415	24,443	25,972
Phongsaly	7,348	3,339	4,009	7,850	3,545	4,305	8,916	4,129	4,787	10,119	4,681	5,438	11,191	5,149	6,042
Luangnamtha	9,598	4,200	5,398	10,536	4,561	5,975	11,374	4,976	6,398	12,418	5,547	6,871	13,703	6,186	7,517
Oudomxay	18,058	7,763	10,295	19,831	8,722	11,109	21,725	9,789	11,936	24,818	11,513	13,305	26,456	12,363	14,093
Bokeo	8,505	3,589	4,916	9,492	4,131	5,361	10,499	4,699	5,800	11,822	5,255	6,567	12,932	5,917	7,015
Luangprabang	26,096	11,314	14,782	27,659	12,217	15,442	30,432	13,761	16,671	33,865	15,634	18,231	36,017	16,908	19,109
Houaphan	22,479	9,577	12,902	24,757	10,758	13,999	26,017	11,519	14,498	27,546	12,544	15,002	27,760	12,633	15,127
Sayabouly	21,521	9,831	11,690	22,185	10,415	11,770	22,943	10,886	12,057	24,368	11,626	12,742	25,010	11,951	13,059
Xiengkhouang	22,618	10,075	12,543	22,893	10,338	12,555	23,576	10,811	12,765	24,811	11,387	13,424	23,311	10,790	12,521
Vientiane	33,060	14,856	18,204	34,179	15,562	18,617	36,519	16,613	19,906	39,724	18,529	21,195	34,691	16,381	18,310
Bolikhamxay	17,238	7,688	9,550	18,063	8,168	9,895	19,237	8,813	10,424	21,262	9,821	11,441	22,629	10,601	12,028
Khammouane	18,907	8,977	9,930	19,507	9,470	10,037	20,794	10,165	10,629	23,068	11,427	11,641	24,822	12,390	12,432
Savannakhet	38,800	18,858	19,942	40,546	20,006	20,540	42,848	21,320	21,528	47,120	23,419	23,701	50,808	25,219	25,589
Saravan	12,224	5,375	6,849	12,994	5,886	7,108	14,209	6,542	7,667	16,946	7,916	9,030	19,184	8,989	10,195
Sekong	5,182	2,450	2,732	5,871	2,719	3,152	6,731	3,087	3,644	7,928	3,720	4,208	8,803	4,186	4,617
Champasack	30,140	13,735	16,405	30,244	14,176	16,068	32,055	15,347	16,708	35,243	17,238	18,005	37,671	18,567	19,104
Attapue	6,055	2,685	3,370	6,556	2,902	3,654	6,921	3,166	3,755	8,085	3,808	4,277	8,988	4,230	4,758
Saisomboun													8,415	3,913	4,502
LAO PDR	**344,871**	**156,802**	**188,069**	**361,875**	**167,040**	**194,835**	**385,552**	**180,030**	**205,522**	**420,720**	**198,935**	**221,785**	**442,806**	**210,816**	**231,990**

(Source： MOES Annual Census 2010/11～2014/15)

2-4-4 Enrollment Rate and Gender Parity Index

The following table shows the GER from 2010/11 to 2014/15. The National GER is consistently on the rise, reflecting the consistent enrollment increase. There are provinces which mark a GER of more than 100%, while the GER of Saravan province lags behind at 55.8%. Thus, gaps among the provinces are noticeable.

Table 12 Enrollment and Gender Parity Index

Province	2010/11			2011/12			2012/13			2013/14			2014/15		
	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy
Vientiane Capital	86.6	83.0	90.2	88.0	86.6	89.4	89.8	87.0	92.6	92.4	91.2	93.4	93.3	90.5	96.1
Phongsaly	46.1	43.9	48.1	48.0	45.6	50.2	54.3	52.5	56.0	63.5	61.3	65.5	68.7	66.7	70.5
Luangnamtha	66.2	59.5	72.6	69.6	62.0	76.8	71.4	65.2	77.2	73.1	65.6	80.6	80.2	75.3	84.8
Oudomxay	63.6	55.8	71.2	67.1	60.0	74.0	72.2	66.6	77.5	80.2	76.6	83.6	84.7	81.6	87.6
Bokeo	59.8	52.3	66.8	62.9	55.9	69.5	66.5	61.1	71.7	73.7	67.3	79.8	78.2	72.6	83.6
Luangprabang	69.1	60.8	77.2	70.5	63.3	77.3	79.1	72.6	85.5	84.2	79.4	88.9	88.6	84.7	92.3
Houaphan	73.3	65.3	80.6	80.0	72.7	86.7	87.4	80.4	93.9	89.5	85.0	93.7	94.9	90.2	99.2
Sayabouly	76.1	71.5	80.5	72.8	70.9	74.7	77.5	75.6	79.2	82.8	82.3	83.2	85.8	84.0	87.6
Xiengkhouang	83.7	75.6	91.7	86.7	79.2	94.0	93.0	87.7	98.0	96.9	91.2	102.4	98.9	94.3	103.2
Vientiane	81.5	76.3	86.3	83.3	78.6	87.7	86.8	81.4	91.9	91.4	87.6	95.0	92.4	89.5	95.1
Bolikhamxay	66.4	60.2	72.4	69.3	63.8	74.6	77.5	73.4	81.4	83.4	78.6	88.0	89.5	86.7	92.1
Khammouane	54.5	52.1	56.8	55.1	53.6	56.5	57.9	56.8	59.0	63.8	63.5	64.1	67.8	68.5	67.1
Savannakhet	46.3	46.0	46.6	48.3	48.7	47.9	52.4	53.2	51.5	58.8	59.9	57.8	62.6	63.5	61.7
Saravan	39.1	35.8	42.2	42.3	38.4	46.1	44.9	41.7	48.1	49.4	47.2	51.4	55.8	53.7	57.7
Sekong	49.2	47.1	51.2	52.8	49.9	55.5	57.4	53.6	61.0	69.8	67.0	72.4	74.7	70.8	78.7
Champasack	51.8	47.4	56.2	50.8	48.3	53.3	53.5	51.6	55.4	59.1	58.0	60.1	62.9	62.2	63.7
Attapue	47.8	43.5	51.8	50.3	45.9	54.4	52.5	50.1	54.8	61.2	58.8	63.6	64.2	62.3	66.0
Saisomboun													101.1	98.4	103.6
LAO PDR	**62.9**	**58.4**	**67.2**	**64.7**	**61.0**	**68.2**	**69.0**	**65.7**	**72.1**	**74.4**	**72.0**	**76.7**	**78.1**	**76.0**	**80.2**

(Source: MOES Annual Census 2010/11～2014/15)

The following table shows the GPI of 2014/15 across the provinces. Khammouane and Savannakhet provinces mark a GPI of more than 1.0, while Bokeo marks a GPI at 0.87, which is the lowest among the provinces. ESDP VIII stipulates that the National GPI may reach between 0.97 – 1.03[6] in the near future, nevertheless, there are a few provinces whose gender gap of GER is about 8-9 points. Therefore, it may require continuous efforts to close the gap. During the field survey, the study mission team heard that marriage, support for family, long-distance commuting due to a lack of student dormitories, and security concerns for long-distance commuting are major reasons for girls' dropout and non-enrollment.

[6] ESDP VIII. GPI range of 0.97-1.03 indicates gender equality.

Table 13 GPI in 2014/15

Province	GER		GPI
	Girl	Boy	
Vientiane Capital	90.5	96.1	0.94
Phongsaly	66.7	70.5	0.95
Luangnamtha	75.3	84.8	0.89
Oudomxay	81.6	87.6	0.93
Bokeo	72.6	83.6	0.87
Luangprabang	84.7	92.3	0.92
Houaphan	90.2	99.2	0.91
Sayabouly	84.0	87.6	0.96
Xiengkhouang	94.3	103.2	0.91
Vientiane	89.5	95.1	0.94
Bolikhamxay	86.7	92.1	0.94
Khammouane	68.5	67.1	1.02
Savannakhet	63.5	61.7	1.03
Saravan	53.7	57.7	0.93
Sekong	70.8	78.7	0.90
Champasack	62.2	63.7	0.98
Attapue	62.3	66.0	0.94
Saisomboun	98.4	103.6	0.95
LAO PDR	76.0	80.2	0.95

(Source: Calculated by the Study mission team referring to MOES Annual Census 2014/15)

2-4-5 Transition Rate from Primary (Grade 5, P5) to Lower Secondary Level (M1)

The following table shows the percentage of primary graduates who advance to secondary schools. The transition rate of 2014/15 is 91.7%, indicating that more than 90% of children who finish primary education advance to the lower secondary level. On the other hand, there are approximately 10% of children who do not (or cannot) advance to lower secondary school, though they finish primary education. MOES and PESS explain that there are two major reasons for those children who do not (or cannot) advance to lower secondary levels. One is an issue of access: there is no lower secondary school in their vicinity or there is no safe dormitory available. The other one is an issue of parents' views on education: some parents do not consider education important, others stop their children from getting further education due to economic reasons.

Table 14 Transition Rate from Primary to Lower Secondary

Province	2010/11	2011/12	2012/13	2013/14	2014/15
Vientiane Capital	97.5%	98.3%	99.6%	95.8%	100.0%
Phongsaly	84.5%	80.0%	84.8%	89.8%	84.1%
Luangnamtha	86.5%	88.1%	89.6%	93.0%	91.1%
Oudomxay	84.5%	85.7%	87.1%	101.0%	90.9%
Bokeo	84.2%	89.9%	90.1%	100.2%	89.2%
Luangprabang	87.0%	84.3%	89.7%	98.2%	89.9%
Houaphan	92.9%	91.7%	92.7%	96.3%	92.2%
Sayabouly	77.4%	80.4%	84.0%	87.8%	86.7%
Xiengkhouang	92.7%	93.6%	93.7%	99.1%	94.2%
Vientiane	91.9%	92.9%	94.7%	103.0%	97.0%
Bolikhamxay	83.9%	87.3%	86.9%	94.7%	94.7%
Khammouane	83.8%	83.1%	87.5%	94.4%	88.9%
Savannakhet	88.9%	89.5%	90.8%	99.1%	91.8%
Saravan	81.8%	82.6%	83.2%	100.3%	84.1%
Sekong	89.8%	88.0%	94.1%	112.4%	96.3%
Champasack	80.9%	81.1%	84.6%	88.1%	87.2%
Attapue	89.2%	87.5%	91.2%	120.0%	95.4%
Saisomboun					102.6%
LAO PDR	87.6%	88.0%	90.1%	97.0%	91.7%

(Source: MOES Annual Census 2010/11～2014/15)

The following table shows the survival rate (up to Primary Grade 5 (P5)) over the past 5 years. The survival rate is as low as 78.3% in 2014/15, which is far below the target value, 95%. This is one of the critical issues to be overcome in order to increase the lower secondary enrollment rate.

Table 15 Survival Rate up to Primary Grade 5 (P5)

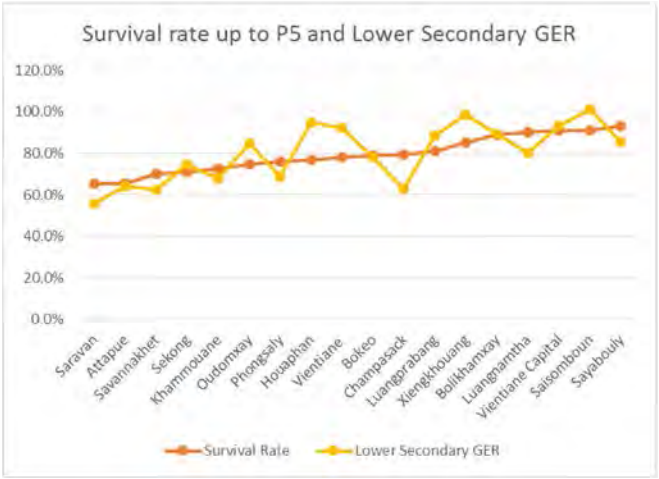
Province	2010/11	2011/12	2012/13	2013/14	2014/15
Vientiane Capital	91.7%	90.0%	92.6%	93.0%	91.1%
Phongsaly	60.7%	61.1%	64.7%	66.3%	76.0%
Luangnamtha	73.9%	77.4%	78.9%	87.0%	90.3%
Oudomxay	59.5%	60.2%	66.6%	71.4%	74.9%
Bokeo	73.7%	78.1%	78.4%	83.1%	78.8%
Luangprabang	71.5%	72.4%	79.2%	81.1%	80.9%
Houaphan	64.5%	72.0%	73.4%	78.6%	76.9%
Sayabouly	88.5%	88.9%	92.2%	90.9%	93.3%
Xiengkhouang	79.3%	81.8%	81.2%	87.5%	85.1%
Vientiane	77.2%	85.1%	87.2%	83.4%	78.0%
Bolikhamxay	87.8%	83.5%	90.1%	88.4%	88.9%
Khammouane	59.6%	71.6%	69.2%	66.3%	72.4%
Savannakhet	58.5%	60.5%	61.3%	72.2%	70.1%
Saravan	49.0%	45.5%	51.9%	63.7%	65.4%
Sekong	62.3%	58.4%	64.4%	65.1%	71.0%
Champasack	63.7%	66.2%	71.8%	77.1%	79.4%
Attapue	52.4%	55.4%	58.3%	63.9%	65.5%
Saisomboun					91.1%
LAO PDR	67.7%	70.0%	73.3%	77.5%	78.3%

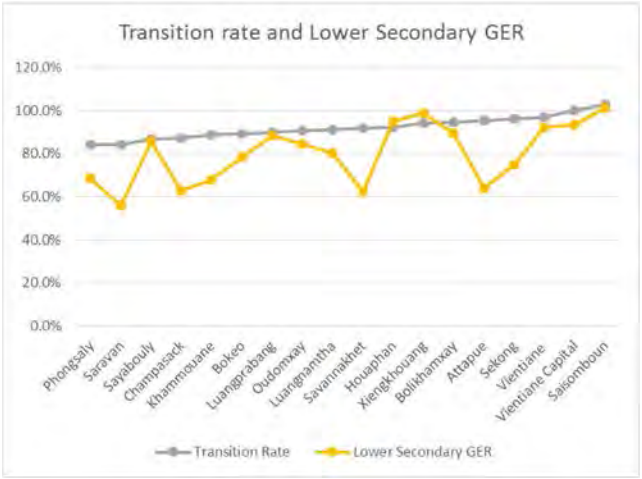
(Source: MOES Annual Census 2010/11～2014/15)

Table 16 shows the primary grade 5 (P5) survival rate, transition rate from primary to lower secondary, and GER of lower secondary in 2014/15. In order to examine the relationships among them, two graphs are below: the graph on the left indicates that the lower the P5 survival rate is, the lower the GER of lower secondary education is as well, and vice versa. The graph on the right shows that the transition rate is generally irrelevant to lower secondary education GER, as the transition rate is generally high throughout the country, at least 84%. These comparisons indicates that the stagnant lower secondary education GER originates from the struggling P5 survival rate. Considering the transition rate is around 90%, the improvement of the P5 survival rate is strongly needed.

Table 16 Survival Rate up to P5, Transition Rate from Primary to Lower Secondary, and GER of Lower Secondary in 2014/15

Province	Survival Rate up to P5	Transition Rate	Lower Secondary GER
Vientiane Capital	91.1%	100.0%	93.3%
Phongsaly	76.0%	84.1%	68.7%
Luangnamtha	90.3%	91.1%	80.2%
Oudomxay	74.9%	90.9%	84.7%
Bokeo	78.8%	89.2%	78.2%
Luangprabang	80.9%	89.9%	88.6%
Houaphan	76.9%	92.2%	94.9%
Sayabouly	93.3%	86.7%	85.8%
Xiengkhouang	85.1%	94.2%	98.9%
Vientiane	78.0%	97.0%	92.4%
Bolikhamxay	88.9%	94.7%	89.5%
Khammouane	72.4%	88.9%	67.8%
Savannakhet	70.1%	91.8%	62.6%
Saravan	65.4%	84.1%	55.8%
Sekong	71.0%	96.3%	74.7%
Champasack	79.4%	87.2%	62.9%
Attapue	65.5%	95.4%	64.2%
Saisomboun	91.1%	102.6%	101.1%
LAO PDR	78.3%	91.7%	78.1%





2-4-6 Number of Teachers

The following table shows the number of secondary teachers[7] from 2011/12 to 2014/15. The breakdowns of lower and upper secondary teachers are not available. The total number of teachers has increased by about 10,000 over the 5-year period.

[7] Including volunteer teachers

Table 17 No. of Secondary Teachers

Province	2010/11	2011/12	2012/13	2013/14	2014/15
Vientiane Capital	3,269	3,378	3,865	4,085	4,265
Phongsaly	552	636	777	885	943
Luangnamtha	637	766	825	928	934
Oudomxay	1,082	1,349	1,622	1,687	1,815
Bokeo	597	691	817	936	1,008
Luangprabang	1,519	1,791	2,126	2,474	2,592
Houaphan	1,496	1,715	1,988	1,971	1,977
Sayabouly	1,728	2,032	2,165	2,309	2,454
Xiengkhouang	1,644	1,932	2,032	2,206	2,127
Vientiane	2,453	2,555	2,839	2,986	2,708
Bolikhamxay	844	906	1,048	1,170	1,272
Khammouane	1,322	1,627	1,847	1,766	1,848
Savannakhet	2,804	3,046	3,280	3,370	3,518
Saravan	898	1,071	1,229	1,454	1,577
Sekong	396	490	612	696	695
Champasack	2,269	2,723	3,088	3,176	3,275
Attapue	512	558	566	647	663
Saisomboun					545
LAO PDR	24,022	27,266	30,726	32,746	34,216

(Source：MOES Annual Census 2010/11～2014/15)

2-4-7 Total Teacher Requirement[8]

The following table shows the planned number of secondary teachers to be deployed each year from 2011/12 to 2020/21. The table is put together based upon the "Teacher Education Action Plan 2011-2015," presented by MOES in 2011. Comparing the graphs below and above, the actual number of teachers outnumbers the planned number of teachers. According to MOES's plan, the number of necessary teachers is paramount in 2018/19 and 2019/20 at 30,480 teachers, but the actual number of teachers already surpasses that as of 2014/15.

Table 18 Total Teacher Requirement

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Lower Secondary	14,000	15,550	17,340	19,300	20,950	20,990	21,030	21,140	20,930	20,580
Upper Secondary (General)	5,560	6,480	6,810	7,380	8,020	8,930	9,140	9,340	9,550	9,760
Total Teacher Requirement	**19,560**	**22,030**	**24,150**	**26,680**	**28,970**	**29,920**	**30,170**	**30,480**	**30,480**	**30,340**

(Source: MOES "Teacher Education Action Plan 2011-2015")

According to the "Teacher Education Action Plan 2011-2015," the number of necessary new teachers

[8] According to DTE, it is desirable to fulfill all requirements with regular teachers, however, without volunteer teachers, the requirement cannot be fulfilled. Thus, volunteer teachers are counted in the Total Teacher Requirement. DTE has information on the number of teachers and a lack of teachers by subject in its 2-year plans. The information is available on the following website. (Lao language only) (http://www.temis-moes.gov.la/, http://www.temis-moes.gov.la/trp/)

for each year is as follows.

Table 19 No. of Necessary New Teachers

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Lower Secondary	1,375	2,017	2,308	2,538	2,293	738	740	811	495	348
Upper Secondary (General)	1,462	2,110	2,412	2,654	2,422	498	1,244	951	636	487
Total Requirement for New teahers	**2,837**	**4,127**	**4,720**	**5,192**	**4,715**	**1,236**	**1,984**	**1,762**	**1,131**	**835**

(Source: MOES “Teacher Education Action Plan 2011-2015”)

DTE explained that new teachers and in-service teachers shall be staffed without any problem in the event that new schools are constructed. In the past Grant Aid projects in which new lower secondary schools were established, no problem has been reported concerning a lack of teaching staff causing difficulty in starting to operate a school.

As for Pre-service teachers’ training, it is discussed in 3-3-1 in detail.

CHAPTER 3

POLICY ON LOWER SECONDARY EDUCATION FACILITY CONSTRUCTION AND REHABILITATION IN THE DEVELOPMENT POLICY PLAN OF GOVERNMENT OF LAOS

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3-1 National Development Plan

The Lao government is currently in the process of developing "The 8th National Socio-Economic Development Plan (NSEDP) 2016-2020" for the coming 5 years. According to the draft framework of the 8th NSEDP shared with development partners, including Japan, the Overall Objective is achieving "inclusive and sustainable growth and eligibility for LDC graduation and poverty reduction." Toward the achievement of the Overall Objective, three major Outcomes are described. The education sector is expected to particularly contribute to Outcome 2: "Quality of life enhanced through the distribution of benefits of growth and the provision and use of services which are balanced geographically and distributed between social groups" by means of ensuring Output 3: "Access to High Quality Education."

3-2 Educational Development Plan

3-2-1 Development Plan Framework

The Lao education sector spent a lot of time and energy integrating a number of policy and strategic planning documents for 2015 and aligning a single sector policy framework. The sector has finally succeeded and is currently in the final stage of formulating ESDP VIII (2016-2020), the next 5-year sector plan, in which the common challenges and agenda are clarified and agreed on among the partners for a post-MDGs collective commitment.

The Goal of the ESDP VIII is that "The Education and Sports Sector in Lao P.D.R is appropriately structured and resourced to create opportunity for all Lao citizens to have equitable access to quality education and sports and to benefit from socio-economic development in order for Lao P.D.R to be eligible to graduate from least developed country status by 2020." In order to achieve the Goal, 11 Outcomes and 17 Indicators to be attained have been established. Among them, concerning lower secondary education, "Lower secondary GER increases from 78% to 85%." is set up as a target.

The following Outcomes are related to the construction and rehabilitation of lower secondary education facilities:

- Outcome 1: Number of learners from ECE to lower secondary M4 increased with special focus on the disadvantaged and on ensuring gender equity
- Outcome 3: Increased number of qualified and competent teachers with better student learning outcomes across all subjects of the national curriculum for ECE, primary and Secondary education

- Outcome 4: All schools have physical and human resources to equitably improve student learning outcomes
- Outcome 5: Increased numbers of basic education graduates who have acquired basic skills and knowledge and can apply for work in the labor market or continue post-basic education or become an entrepreneur
- Outcome 9: Financing plan of ESDP takes into account the need to reduce disparities related to gender, ethnicity, poverty and location

3-2-2 Challenges to be tackled and strategic measures to be taken in Lower Secondary Education

The primary agenda to be engaged in Lao lower secondary education is commonly recognized to be increasing the GER. In ESDP:

1) The problem of promotion and survival rates during primary school

In the case that the transition rate of primary 5th grade (P5) to lower secondary 1st grade (M1) has achieved 91.7%, completing primary education would directly lead to the increase in GER of lower secondary education. Thereby, it is commonly understood that engaging in raising the survival rate of P5, and in particular reducing the dropout rate and the repetition of P1, would be effective in Lao P.D.R.

Regarding the challenge in the dropout rate in the primary level, such causes or factors as the distance between agricultural land plots and the village school, lack of ECE opportunities (especially for those who are non-Lao language native speakers), incomplete primary schools and use of multi-grade classes as well as the limited capacity of teachers have been identified.

2) Lack of understanding of the importance of basic education completion

The dropout rate remains high, particularly in M1 and M2, and this predominantly appears in those districts bordering with neighboring countries, particularly Thailand, where workers can sell their labor. Therefore, it is necessary to take some measures to encourage completion of lower secondary education by putting a higher value on basic education than on quick income earnings.

3) Shortage of teacher supply in some subjects

While the expansion of secondary schools progresses, the deployment of teachers of some subjects, such as natural science, physical and arts education, basic vocational skills and ICT, does not meet the increasing demand.

Responding to these challenges, the following “Strategy and Key activities” are proposed:

1) In view of creating opportunities for all primary graduates to continue their education at the lower

secondary level, it is necessary to construct new schools where necessary and to build additional classrooms in the existing schools which are overcrowded. Additional facilities such as student dormitories and teachers' residences are required in the process of improving the learning environment. Provision of scholarships for poor and disadvantaged students and encouraging private sector and community participation in education are other possible measures to be taken.

2) Enhancing teachers' teaching skills and capacity

For the improvement of teachers' teaching skills and students' learning, provision of teaching and learning materials, science and computer lab equipment as well as textbooks and reading materials are essential. Upgrading the capacity of pedagogical advisors and providing in-service teacher training must also be effective, along with the provision of local materials, English language, IT and basic vocational skill learning classes. Organization of remedial courses for poor learning students are likely to be helpful.

3) Systematic support for completing basic education

From the perspective of improving efficiency of school management, necessary legislations and the improvement of existing laws related to secondary education are required. The advocacy and support by parents' associations and VEDC needs to be strengthened along with their own capacity development so that children can enter into labor market after the completion of basic education. Support and cooperation from local authorities[9] and relevant line Ministries is also expected.

3-3 Sub-sector Strategic Plans of the Education Sector

3-3-1 Teacher Education Strategy and Action Plan (TESAP)

The study mission members learned through the interviews with DTE that the new Teacher Education Action Plan 2016-2020 would basically take over the fundamental strategies and approaches of the current TESAP 2006-2015 with minor partial changes and updates. It was also confirmed that Pre-service training (PRESET) would further stress practices such as compulsory 12-week practicum training at a school, in contrast to the previous focus on theories and methodologies in lecture form. In addition, DTE envisages establishing a Center of Excellence by designating each TTC in North, South and Central as concentrating on teaching a couple of specialized subjects. Furthermore, the Chapter of "Teacher Education" sub-sector in the ESDP VIII refers to the establishment of Demonstration Schools where teachers of TTC can test some experimental models of lessons and school management. The Draft Ministerial Decree on TTC Practicum Training Schools and Demonstration Schools, shared at the time of Local Study II, was about designating Practicum

[9] Provincial governor, district governor, member of national parliament, the party at provincial and district levels, and other agencies relating to the party

Training Schools, where student-teachers of TTC can practice the delivery of lessons and learn class management, and Demonstration schools at pre-primary, primary and secondary levels for each of the 8 TTC along with the TTC for Monk Schools at Champasack Province.

With reference to the issue of the deployment balance of teachers, one concern refers to the oversupply of teachers in urban areas, while in rural areas reliance on non-paid volunteer teachers is high. In addition, teachers in rural areas are obliged to teach subjects outside of their specialty due to the teacher shortage. However, there seems to be some gaps in understanding of this situation between the MOES staff (including PESS and teachers on the ground) and development partners who are supporting the MOES staff. The MOES Staff are not seriously concerned about the distribution balance of teacher deployment, as the number of teachers in the secondary level does not depend on class size or number - they are required based on the number of subjects. In the interviews at 112 schools visited by the Mission, there was little response to the issue of teacher shortage. (Only a few responses expressed the desire for additional teachers in some specific subjects.) Their main concern was about the quota system for employing the existing non-paid volunteer teachers. On the other hand, development partners tend to emphasize the importance of quality improvement, therefore they don't count volunteer teachers in the number of available teachers, and, for the purpose of urging MOES to improve the situation, they stress the shortage of teachers in rural farming areas as an issue.

This year, the quota allocated to the education sector for formally hiring teachers was limited to 1,800 for all levels from pre-primary through upper secondary, which added pressure to the teacher supply issue. As Table 20 shows, the quota allocated to the education sector between 2005/06 and 2013/14 ranged from around 3,000 to 9,000. However, it was judged that the education sector was to re-allocate or deploy the existing teachers from urban areas to rural areas rather than further increase the number of new teachers. As a consequence, the balance between the number of student-teachers, existing non-paid volunteer teachers, and the quota need to be solved as an urgent matter. The negotiation between MOES and the Ministry of Home Affairs is ongoing.

Table 20 Quota allocated to the Education Sector

SY	Quota allocated to Education Sector
2005/2006	3,520
2006/2007	2,900
2007/2008	3,050
2008/2009	4,000
2009/2010	5,000
2010/2011	9,385
2011/2012	5,700

2012/2013	4,674
2013/2014	4,830

（Source: Report of Dr. Keiko MIZUNO in 2015, based on interview in March 2014, Original source: DOP/MOES ）

In addition, the skill development of in-service teachers (INSET) and their career development is another issue that needs to be developed. The following table presents the summary of TESAP up to 2015 and the Draft new Teacher Education Action Plan 2016-2020 currently under development. Bold and underlined parts indicate common, similar or updated points between the two.

TESAP 2006-2015		DRAFT Teacher Education Action Plan 2016-2020	
Objectives of TESAP	✧ To supply enough teachers to meet the EFA targets ✧ To improve the management of the teacher education system so that **teacher education standards come in line with those of nearby countries** ✧ To improve teacher access to opportunities for **continuing professional development and upgrading throughout their careers** ✧ **To improve the status of teachers** and provide incentives to encourage teachers to stay in teaching	Purpose of Teacher Education	1) Ensuring the supply of qualified teachers for all levels, deployed adequately and equitably to meet demands of educational growth; enable adequate teachers at pre-primary, primary and secondary level for natural science line subjects, reduce teachers at areas of over supply and increase teacher under-supply in local remote areas 2) Ensuring the quality of teachers' training is **recognized by society** and able to link with **regional as well as international standards** 3) Strengthening **teachers' professional development,** ensuring teachers receive **continuous and efficient training** 4) Develop teacher quality and ethics and **raise the status of teachers** to higher recognition by society
Overall Targets regarding Lower Secondary Teachers:	✧ Student to teacher ratio of **27:1** by 2015 ✧ Professional standard in 2015: **70% will attain 11＋3 (Tertiary education) and 30% will attain 11＋5 (Bachelor's degree)** ✧ Upgrade **at least 1 TTC to be able to run Bachelor of Education** programs from pre-school teacher education to lower secondary teacher level ✧ Develop an action plan for continuous INSET and provide an opportunity for **each teacher to attend INSET at least once every 5 years** ✧ **Give recognition to teachers who are active, devote themselves to teaching** and have proper responsibility for their duties based on a set criteria	5 Indicators for result of expansion of education access opportunity and equality:	1) 60% of student teachers are female and from ethnic minorities 2) Basic infrastructure and materials for facilitating teaching-learning at TEIs, increasing the number of classrooms, dormitories, laboratories, ICT rooms each year, with enough capacity for 40% of student-teachers to be able to stay in dormitories 3) Inclusive education, anti-corruption and disaster protection lessons have been added into the TEIs curriculum. 4) By 2020, a quota of 20% of student-teachers are granted scholarships, while 80% have to go through the selection examination to enter a teacher course 5) 85% of scholarship-granted student-teachers have to be recruited from both public and private sectors
		8 Indicators for result of Quality, Relevance and Efficiency to be improved:	1) Standard for Secondary Teachers is to graduate above Bachelor's Degree, and for Lower Secondary Teachers a **Higher diploma rate of 20% and Bachelor's rate of 80%** 2) Student to teacher ratio **20:1** 3) Every teacher training curriculum has been revised 4) **6-7 TTCs/TEIs** for secondary bachelor's degree programs 5) Teaching method at TEIs is improved 6) Develop **continuous teacher professional development** 7) 80% of general education teachers must receive some type of training **at least once every 3 years** 8) 2-3 TTCs/TEIs are approved to be nominated as excellent or developing institutions
		One Indicator for management and administration:	1) TEIs administrator will receive management training so that internal quality assurance measures are implemented and reported annually
5 Strategic Areas	1) Strategy for improving policy analysis for improved management of the teacher education system 2) Strategy for management of the teacher education system **3)** Strategy for **improvement of teacher education methodology** 4) Strategy for providing an effective system of **continuing professional development** 5) Strategy for ensuring sufficient number of teachers and improved salaries and incentives for teachers	6 Focal Work Plans:	1) **Select scholarship-granted students by means of entrance exam** 2) **Improving teacher training curriculum to meet international standards** 3) Develop capacity and facilities of TEIs 4) Develop teacher learning activities for **continuous teacher professional development** 5) Improve quality assurance of TEIs and of **issuing teacher permit/licenses** 6) Improve TEIs management and raise teacher status

(Source: "TESAP 2006-2015" and "Draft Version 06/03/2014 "The Techer Education Action Plan 2016-2020")

3-3-2 National Strategy And Plan of Action On Inclusive Education

The Lao government demonstrates its commitment to "inclusive education" by setting up the Inclusive Education Center (IEC) under the Department of Pre-primary and Primary Education (DPPE) of MOES, one of whose Deputy Directors takes the Director position of the IEC. Under the Director of the IEC, two Deputy Directors have been appointed and the Center comprises 4 Divisions, namely Administration Division; Gender and Ethnic Minority Division; School Meal Division; and Special Education Division. The roles of the Center also comprise 4 major functions: 1) Development and revision of policies and strategies for promoting inclusive education; 2) Formulation and amendment of legal framework regarding inclusive education; 3) Direction and instruction on inclusive education for the IEC; and 4) Evaluation of activities and promotion of inclusive education at normal schools. Under this administrative framework, the IEC developed "NATIONAL STRATEGY AND PLAN OF ACTION ON INCLUSIVE EDUCATION 2011-2015," and commits to "the elimination of the gap in education services for those educationally disadvantaged, such as women and girls, ethnic minorities, people with disabilities, and economically disadvantaged people." The followings show the major points of the strategic plan.

Targets of Inclusive Education

a) Ensure 39% of children 3-5 years old, especially girls from poor ethnic communities and children with disabilities, have access to pre-primary education.
b) Achieve a primary NER of 98%, a net intake rate for primary grade 1 of 100%, and survival rate to grade 5 of 95%, with gender parity, by 2015.
c) Achieve lower and upper secondary GER of 75%, with gender parity, by 2015.
d) Ensure access to TVET for at least 50,000 students, with 50% of the students being female and 20% from poor families.
e) Increase access to higher education and teacher education, with 50% of the students being female and 20% from poor families.
f) Increase the literacy rate for women aged 15-40 to 93% in 2015.
g) Ensure that all principles of inclusive education, especially human rights, child rights, gender equality, equality among ethnic groups, and the equality of opportunity for people with disabilities, are mainstreamed into all dimensions and levels of the education system.
h) Ensure that by 2015 at least 12% of schools and educational institutions in each province, at all levels and fields, are equipped with necessary resources to provide equality education to learners with different learning needs.
i) Ensure that by 2015, at least 30% of children with mild disabilities are enrolled in Grade 1-9.

In order to achieve the aforementioned targets, the following 9 strategies have been set up to promote inclusive education.

9 Strategies:

- Strategy 1: Continue to create friendly social environments at all levels of the system through advocating social awareness and non-discrimination and developing equality standards for inclusive education.
- Strategy 2: Implement a policy abolishing registration and tuition fees in public primary and lower secondary schools.
- Strategy 3: Create an enabling environment to ensure all children have access to primary education and strive to reduce repetition and drop-out rates by expanding crèches, preschools and pre-primary classes attached to primary schools; upgrading incomplete primary schools in remote locations by instituting systematic programs of multi-grade teaching and mobile teachers; providing extra support to teachers of grades 1-3 to ensure student mastery of literacy and numeracy; and adapting school calendars and schedules to suit local conditions.
- Strategy 4: Continue to reform curricula and provide learning and teaching materials supportive of inclusive education at all levels of the system.
- Strategy 5: Ensure that schools have boarding facilities at all levels of education.
- Strategy 6: Guarantee appropriate facilities and services to people with disabilities by providing them assistive devices where needed and specialist technical assistance leading to their inclusion in regular schools. Special schools should be maintained only for students with complex disabilities.
- Strategy 7: Promote the recruitment and deployment of teachers in ways supportive of inclusive education by ensuring that more women, members of ethnic groups, and people with disabilities are recruited as civil servants and teachers.
- Strategy 8: Promote the participation and involvement of other local stakeholders.
- Strategy 9: Gradually increase the budget for and investment in the education sector, and inclusive education in particular.

Concerning the new strategic plan for 2016-2020, while no major policy and strategic change is intended, the plan is in the final stage in its development. It will be updated after reviewing the activities implemented and the achievement of the targets.

As referenced above, it is apparent that the Lao government is in the process of mainstreaming inclusive education. However, the history is still relatively new, therefore it seems that it will require much more time to fully establish an education system where normal schools ordinarily accept people with some form of disadvantage. Currently, under special consideration and protection from the government at such schools as Ethnic Boarding Schools and Special Education Schools, those people are barely included in opportunities for accessing education services.

Statistical Data on Inclusive Education:

IEC collects and updates statistical data on children with disabilities of all Districts of all Provinces. The statistical data are categorized based on 7 types of disability[10] and also classified with their linguistic groups. The data can also tell how many are enrolled and unenrolled in a school.

ESDP VIII envisages that those statistical data do not merely remain in the IEC but are incorporated into the other existing data of EMIS, so that those data would be effectively utilized for improvement of education services.

3-3-3 Strategy for Development of Non-formal Education

As the adult literacy rate is a criteria of the Human Assets Index (HAI), which is an important factor in determining the status of Least Developed Country (LDC), ESDP VIII sets up Outcome 6: Increasing Adult Literacy rate and gender parity index for adult literacy and strategic plans: 1) Maintain quality standards for non-formal education programs; 2) Assessment of adult literacy rates are conducted every two years; 3) Changes in adult literacy are monitored and analyzed; and 4) A lifelong learning framework is developed.

As targets for 2020, (i) a literacy rate of 99% for 15-24 year-olds, and (ii) a literacy rate of 95% for 15+ year-olds have been fixed.

It also states that "Lao P.D.R has been declared as a country who completed primary education, nevertheless the following challenges are left to complete:"

1) The quality of Non-formal Education is poor and the services of non-formal education are scattered at the local level due to the limited number of NFE centers.
2) Insufficient budget and delays in the budget release to support NFE activities.
3) Lack of and poor non-formal education facilities.

The objective of NFE is "to create opportunity for out-of-school children and children who have dropped out of school to receive and complete primary education and continue to study at the secondary education level." The targets are as follows:

1) Provide literacy course for out-of-school children aged 6-14 in rural and remote areas that will reach 15,000 children;
2) Provide literacy program for illiterate youth and adults that will reach 30,000 people and primary program that will reach 15,000 children;

[10] Deaf, Hard of hearing, Blind, Partially sighted, physical disabilities (arms and legs), muscular disorders, and others.

3) Organize the teaching and learning program at the lower secondary education level for 300,000 children and at the upper secondary education level for 15,000 students;
4) Provide basic vocational training for 25,000 youths;
5) Establish Non-formal education centers in 2 more provinces;
6) Establish 90 district NFE centers across the country;
7) Continue providing lower secondary education equivalent programs to 15-35 year-olds and by 2020 enable every province to declare completion of lower secondary education ;
8) Upgrade 1 NFE center to be an NFE institute; and
9) Develop an NFE center to be learning center.

CHAPTER 4

ASSISTANCE FROM THE GOVERNMENT OF JAPAN AND OTHER DEVELOPMENT PARTNERS FOR LOWER SECONDARY EDUCATION IN LAO P.D.R

CHAPTER 4 ASSISTANCE FROM THE GOVERNMENT OF JAPAN AND OTHER DEVELOPMENT PARTNERS FOR LOWER SECONDARY EDUCATION IN LAO P.D.R

4-1 Assistance from the Government of Japan

Assistance from Japan to the lower secondary education sector of Lao P.D.R has been carried out through 3 modalities: "Grant Aid," "GGP" and "Technical Cooperation." On top of these, "Japanese Overseas Cooperation Volunteers (JOCV)" and "Senior Volunteers (SV)" are dispatched to Teacher Training Centers (TTCs) in Lao P.D.R.

4-1-1 Grant Aid

With an aim to improve access to basic education and education environment, the following projects have been implemented in Lao P.D.R through Grant Aid. Project No.1 in the table was implemented through "General Grant Aid" scheme, while the remaining projects, i.e. No.2 – No.4, have been implemented through "Grand Aid for Community Empowerment" scheme. As for Project No.4, construction is being executed as of December 2015.

Table 21 Grant Aid Projects

No.	Year	Project Name	JPY (000,000,000)	Project Outline
1	2003-2004	Improvement of Primary Schools	7.58	Construction of 66 schools in Vientiane Capital and Vientiane Province
2	2008	The Improvement of School Environment in Three Southern Regions	6.85	Construction of 266 classrooms, toilets, and teachers' rooms, etc and procurement of classroom furniture for 74 schools in Saravan, Sekong and Attapue Provinces.
3	2010	The Improvement of School Environments in Champasack and Savannakhet Provinces	10.18	Construction of 404 classrooms, toilets, teachers' rooms, toilets and procurement of classroom furniture for 91 primary and secondary schools in Champasack and Savannakhet Provinces.
4	2013	Improving Secondary School Environment in the Southern Provinces	10.69	Construction of 235 classrooms, toilets, teachers' rooms, student dormitories and procurement of classroom furniture for 45 secondary schools.

(Source: "Report on basic information collection study on the basic education sector in Lao P.D.R (Draft)" Feb.2014 and MOFA HP http://www.mofa.go.jp/mofaj/gaiko/oda/data/gaiyou/odaproject/asia/laos/contents_01.html#m012506)

4-1-2 Technical Cooperation

At the policy level, JICA has dispatched "Education Sector Policy Advisors" since 1999, and as of January 2016, the 6th advisor is now stationed in Lao P.D.R. The advisors have technically assisted MOES in identifying and analyzing problems with cooperation with other development partners so that MOES could establish better rules and policies. Additionally, the advisors have advised MOES

on responding to educational needs and coordinating with stakeholders.

JICA's technical cooperation has focused on two areas: "Science and Mathematics Education" and "School Management," outlines of which are summarized in the table below. On top of these, with the purpose of complementing the technical cooperation projects, Country-Focused Training and Group and Region-Focused Training in Japan are also implemented.

Table 22 Outline of Technical Cooperation Project

No.	Year	Project Name	JPY (000,000,000)	Outline
1	2004 ～ 2008	Project for Science and Mathematics Teacher Training (SMATT)	Approx. 2.0	Training for science and mathematics professors at 8 teachers' education institutions.
2	2010 ～ 2013	Project for Improving In-service Teacher Training for Science and Mathematics Education (ITSME)	Approx. 3.9	Training for In-service primary teachers on science and mathematics teaching in 107 schools, 8 districts across Champasack, Savannakhet and Khammouane Provinces.
3	2007 ～ 2011	Community Initiatives Education Development Project (CIED)	Approx.2.7	Improvement of school environment with voluntary participation of community residents, and teachers. A total of 6 districts across Saravan, Sekong and Attapue Provinces were target areas.
4	2012 ～ 2016	Community Initiatives Education Development Project (CIED 2)	Approx. 3.9	Support for strengthening management capacity among the stakeholders to develop outcomes of CIED 1. A total of 10 districts across Saravan, Sekong, Attapue, Savannakhet, and Champasack Provinces are target areas.
5	2016 ～ 2022	Improving Teaching and Learning Mathematics for Primary Education	To be determined	Improvement of mathematics education and in-service teachers' trainings at TTCs. TTCs of Luangnamtha, Saravan, and Vientiane Capital are selected as pilot TTCs. The Project aims to improve the quality of primary mathematics education and develop mathematics textbooks, teachers' reference books and teaching aid.

(Source: "Report on basic information collection study on the basic education sector in Lao P.D.R (Draft)" Feb.2014)

4-1-3 Grant Assistance for Grass-Roots Human Security Projects (GGP)

GGP by the Embassy of Japan in Lao P.D.R also assists education facility construction.

A total of 57 grants were provided for education facility construction over 10 years from 2005 to 2015. Among them, 48 secondary school facilities (in 44 projects) were constructed in 14 provinces, details of which are as follows: 4 schools in Oudomxay, 2 schools in Attapue, 2 schools in Xiengkhouang, 11 schools in Houaphan, 3 schools in Sekong, 3 schools in Vientiane, 1 school in Savannakhet, 6 schools

(3 projects) in Phongsaly, 6 schools (5 projects) in Luangnamtha, 2 schools in Bolikhamxay, 2 schools in Sayabouly, 2 schools in Luangprabang, 3 schools in Champasack and 1 school in Vientiane Capital. Each of the Projects is listed in Appendix 5.

Through an interview at the Embassy of Japan in Lao P.D.R, the following points were confirmed:

- GGP responds to specific needs from provincial, district and village levels, not the national level.
- Requests from villages and districts are put together at each PESS to be submitted to the Embassy. At the end of every September and November, the requests are short-listed and following confirmation by the ambassador, they are submitted to the Ministry of Foreign Affairs in Tokyo. Construction is usually completed within one year after the request and approval by the Ministry of Foreign Affairs in Tokyo, and thus the implementation process is much faster. About one hundred requests (of them, about 50 requests concerning the education sector) are made every year and about 20 requests are approved, which includes education sector projects. In principle, no more than JPY 10 million is disbursed per project.

Furthermore, 23 secondary schools and 9 students' dormitories were constructed with the Japan-ASEAN Integration Fund (JAIF), and handed-over from the Embassy of Japan in Lao P.D.R in February 2015.

4-2 Assistance from Development Partners

Besides the Government of Japan, it was confirmed with MOES and PESS that the following development partners extend assistance to the lower secondary education sectors.

4-2-1 ADB

ADB now implements "Secondary Education Sector Development Program (SESDP)." Ms. Keomanivanh Phimmahasay, the deputy director of DSE, is now responsible for managing the project and other officers of DSE are involved as sub-leaders and project staff. In addition, an international consultant, hired by ADB, is stationed in the Project Management Unit (PMU) set in DSE as the project leader to provide assistance on technical aspects.

SESDP supports the improvement of "access," educational quality," and "education management," which are the most crucial pillars of the education sector. The program selected 30[11] educationally disadvantaged districts for implementation, following discussions with MOES.

In order to assist the improvement of access, SESDP constructed 75 secondary schools with grants

[11] The selected 30 provinces are commonly found both in the 48 districts identified by the Government of Lao P.D.R. in PRSP and the 56 educationally disadvantaged districts identified at the implementation of FTI (now GPE) to attain MDGs.

and student dormitories where male and female students (26 each) can reside. Besides construction, scholarships and livelihood allowances for education and assistance for communities to increase income generation are provided for the 30 districts.

For assistance with the improvement of educational quality, SESDP carries out curriculum development/revision, revision of textbooks and teachers' guides, and workshops for teachers to improve their ICT skills.

For the improvement of education management, SESDP technically assists MOES in putting together school mapping using Education Management Information System (EMIS) data, thereby simultaneously increasing the capacity of staff among the Education Statistics Center (ESC).

As for the improvement of school management, SESDP assists in putting together a facility maintenance manual and facilitates establishing a School Management Committee at either the community or school level, which carries out day-to-day school management.

As for school construction supervision, SESDP assists in forming the Provincial Unit for Construction and Development Assistance (PUCDA) and District Unit for Construction and Development Assistance (DUCDA) at province and district levels respectively so that they can supervise construction[12].

Sizes of ADB programs are as follows:

- Under Basic Education Sector Development Program (BESDP), the preceding program of SESDP, 137 schools were constructed between 2009 and 2012. US$10 million grant and US$ 9-10 million loan were provided.
- SESDP shall finish in 2018 and a total of US$ 30 million grant and US$ 10 million loan will be disbursed.

In both programs, construction and technical assistance are covered by the grant portion and financial assistance is covered by the loan portion. The loan is disbursed to MOF, which has discretion of the loan-use.

Construction of facilities has already been finished. Up to 2018, SESDP shall continue: 1) assisting the revision of textbooks and teachers' guides; 2) improving teachers' training; and 3) providing

[12] School construction by ADB in both BESDP and SESDP was, in principle, carried out using local resources as much as possible including construction supervision. At that time, the capacity development of engineers who could carry out tasks from pre-construction research to construction supervision was needed. Therefore, PESS and DESB staff were trained with a school construction manual to be PUCDA and DUCDA. Those PUCDA and DUCDA still serve as school facility supervisors at provincial and district levels respectively.

scholarship for schooling and livelihood allowances.

According to an interview at the ADB resident mission office, the following was confirmed:

"As for after 2018, ADB plans to continue assisting secondary education and Technical and Vocational Education training (TVET) sectors, while it is not certain about its assistance toward higher education. As for areas to focus on, thus far, it has provided its resource to 6 border provinces in the name of Greater Mekong Sub-Region (GMS) assistance, but focus areas may change in the future, as it respects the priority of the Government of Lao P.D.R. As for contents of assistance, they are not clear yet, though an overall framework of a program may be formed around June and July 2016. Details of a future program will be determined, with continuous discussions with the Government of Lao P.D.R, in 2017 and 2018. In principle, ADB assists areas where little assistance is provided. Thus, ADB shall assist areas with consultation, coordination and cooperation with JICA in the domain of lower secondary education for the future.

4-2-2 Australia

BEQUAL project, now in place, is a 10-year assistance program which focuses on 29 educationally disadvantaged areas in Luangnamtha, Phongsaly, Khammouane, Saravan, and Savannakhet. Australia had a previous BEQUAL project, which collaborated with Fast Track Initiative (FTI) focusing on 56 educationally disadvantaged areas. For BEQUAL, of 56 districts, 29 were selected based upon girls' enrollment rate and survival rate. (Some disadvantaged districts defined by BEQUAL and by ADB overlap, and others do not.) BEQUAL assists in constructing primary schools (with a focus on multi-grade classrooms by collaborating with ADB), in funding for children's access to education, in providing scholarships for pre-service teachers from ethnic minority groups, and in cooperating with Water and Sanitation and Hygiene (WASH) assisted by UNICEF, etc.

Since the primary completion rate remains at 78%, which is below MDG, Australia continues its assistance towards strengthening the primary education sector. The first half of BEQUAL will be finished in June 2019, following the mid-term review in 2018. Depending on the mid-term review, BEQUAL may focus on lower secondary education assistance for the latter half of the project. However, at this moment, it is thought that primary education improvement will remain the higher priority area.

The interviewee said that Australia is also interested in assisting TTCs, and thus by exchanging information continuously with JICA, it will try to avoid overlapping efforts with JICA.

4-2-3 United States

As humanitarian assistance projects by the department of defense office in Lao P.D.R, the United States constructs hospitals, health posts, schools and water facilities. However, no such activities are implemented by USAID.

4-2-4 South Korea

KOICA focuses on assistance toward TVET and higher education sectors. Assistance for school construction has been made by Korean private companies, NGOs and volunteers. However, KOICA has not been involved in such activities. KOICA shall continue its current policy.

4-2-5 Vietnam

Vietnam provides assistance for school construction from the comradeship of the Vietnamese communist party. During the field survey, the study mission team found several secondary and ethnic minority schools with full-fledged science labs and sport gyms constructed by Vietnam in Attapue, Khammouane, Bolikhamxay, Luangprabang, Xiengkhouang, Houaphan, Luangnamtha, Oudomxay and Vientiane Capital. However, the study mission team was unable to confirm any coherent/clear assistance policies by Vietnam.

4-2-6 China

Chinese companies have constructed ICT centers in compounds of 9 PESS and core secondary schools in the several provinces and provided equipment such as computers and projectors. Those ICT centers in Luangprabang, Luangnamtha, Xiengkhouang, and Champasack, were used when an in-service teachers' training was carried out at the time of introducing new curriculum assisted by ADB, according to an interview at PESS.

Although Luangprabang PESS answered that there is one school constructed by Chinese assistance, of all 14 provinces visited in the field survey, no school construction assistance by China was confirmed (including in Luangprabang). Out of the 112 schools visited, only a basketball court at an ethnic minorities' boarding school was confirmed as Chinese assistance.

In several TTCs, some TTC teachers are studying in China and Chinese volunteers for Chinese language lessons are observed. Thus, exchange programs of teachers and volunteers exists.

4-2-7 Others

School constructions by the Namtheun 2 dam project are confirmed in Khammouane, Bolikhamxay, Saisomboun, and Savannakhet provinces. Most of them are primary schools, though there are several secondary schools. Usually, such school construction is co-funded by the Government of Laos and overseas private entities.

Plan International also assists constructing schools in Bokeo and Oudomxay provinces. According to Oudomxay PESS, Plan International targets the primary level. Plan International focuses on pre-primary and primary levels in Lao P.D.R for its cooperation towards Global Partnership for Education (GPE).

CHAPTER 5

SITUATION ANALYSIS OF LOWER SECONDARY EDUCATION FACILITIES

CHAPTER 5 SITUATION ANALYSIS OF LOWER SECONDARY EDUCATION FACILITIES

5-1 Policy and Standard on Facility Construction and Rehabilitation

5-1-1 Policy

As mentioned in "3-2-2 Challenges to be tackled and measures to be taken in lower secondary education ," under the ESDP VIII framework, MOES plans to build additional schools where necessary, expand additional classrooms at the schools where classrooms are congested, and construct complementary facilities including student dormitories and teachers' residences, so that the primary education graduates can continue to lower secondary education and the learning environment would be improved. However, its concrete strategy is not clarified, so accordingly the study mission members had a series of interviews with Departments and Centers of MOES and PESS.

Following the legal amendment to the 9-year compulsory and universal education, and in order to achieve the target of 85% GER in the lower secondary level by 2020:

1) The previous MOES policy of establishing 1 lower secondary school for every 4 complete primary schools has been shifted toward the policy of giving a high priority on rehabilitating, renovating and expanding existing schools over establishing new schools.
2) An exception would be establishing a new lower secondary school at the locale where no secondary school exists nearby and the demand is exceptionally high.
3) Expanding lower secondary schools into complete secondary schools is also another principle. However, this policy is applied depending on the necessity at the locale. If there is already a complete secondary school nearby, is not the case to apply this policy. In addition, this policy is applied to teacher development as well. Those who can teach up to lower secondary level will be upgraded so that they can teach either at lower or upper secondary schools.
4) During the course of the construction and rehabilitation of lower secondary education facilities, the Lao government does not prioritize either the Provinces or the Districts. Instead, the following issues are taken into consideration:
   i. Rebuild or rehabilitate the schools comprised of temporary classrooms to permanent structured classrooms;
   ii. Construct and open a new lower secondary school in a village where there is no school and no dormitory facility nearby and where school construction is necessary from a long-term future perspective.
   iii. Expand existing facilities or construct additional classrooms at schools that are overcrowded due to a shortage of classrooms.
5) In terms of selection of beneficiary sites for secondary school building projects, each PESS is

responsible for collecting necessary data from DESB and making decisions at the Provincial level. At the implementation of each school construction project, staff members of PESS visit the site to be examined and set priorities based on those criteria referenced above at 4) i – iii. In contrast, MOES entrusts, decentralizes and dedicates the site selection job to PESS, therefore MOES usually does not make the selection, but adopts the list of selected sites delivered by PESS.

5-1-2 Policy on TTC-attached schools

The study mission extended the study to attached or cooperating schools of Teacher Training Colleges in 8 Provinces as well as the interviews at DTE.

The Deputy Director, who is in charge of PRESET, of DTE stated that "Concerning schools attached to TTCs, it is ideal to have a pre-primary, primary and secondary for each of all 8 TTCs. However, it cannot be expected in the near future. Therefore realistically speaking, it isn't necessary to construct new attached schools on the campus of each TTC, but to renovate, rehabilitate or build necessary classrooms and facilities such as science laboratories at existing cooperative schools off campus." In fact, as referenced in 3-3-1 earlier, the DTE is issuing a Ministerial Decree designating and assigning each TTC to have Practicum Training Schools and Demonstration Schools for all 8 TTCs and the TTC in Champasack for Monk Schools. TTCs can dispatch their own teachers to Demonstration Schools and test experimental lessons.

At the occasion of the study visits, the TTC of Dong Kham Xang (Vientiane Capital), Luangprabang, Savannakhet and Pakse (Champasack) expressed their desire to have an attached secondary school on campus. The major reasons explained are: 1) They can ease the administrative procedures through PESS for requesting schools to accept student-teachers; 2) Student-teachers can have opportunities for directly working with and learning from children; 3) Teachers can practice innovative lessons or pedagogical methods; and 4) They can save expenses for transport, etc.

On the other hand, some advantages can be experienced at off-campus cooperative schools, including learning community participation and social activities at a host community, which is required for teachers in their actual life, when student-teachers became teachers.
In addition, the ADB Resident Mission in Vientiane requested JICA to construct or rehabilitate science and ICT laboratories, which are in high demand, at each TTC.

5-1-3 Standards and Guidelines

The standards and guidelines that need to be referenced for educational facility construction and rehabilitation in Lao P.D.R. are: 1) "Education Quality Standard (EQS) for Secondary Education,

MOES 2013;" 2) "School Construction Guidelines, ECDM/MOES, 2009;" and other references from previous projects or models, etc.

(1) Education Quality Standard (EQS) for Secondary Education

EQS has been developed under the initiative of the Education Standard and Quality Assurance Center (ESQAC) established under MOES with a view to improving the education environment in accordance with international standards. The secondary education version of EQS sets up 45 standards, and those standards ensuring education quality are implemented and practiced at the school level. Concerning the learning environment and facility construction and rehabilitation, the standard includes: being easy to access, being far away from site dangers such as flooding, soil erosion and UXO, schools should have land titles or licenses for using the land, and so forth. The standard specifies the size of a classroom as 7m x 8m and 30 students per class and per teacher. Building condition should be at least semi-permanent, with availability of adequate light for reading and learning-teaching, and convenient for disabled students. It also states that the schools and classrooms should be clean and kept in good order.

(2) School Construction Guidelines

The Ministry of Education developed "SCHOOL CONSTRUCTION GUIDELINES" in December 2009. The study mission was informed that the Guidelines would be revised in 2016.

The Guidelines comprise such issues as the importance of site selection taking safety risks into consideration, architectural design standards, standards on structural designing, work procedures and management, and maintenance. The Provincial Unit for Construction and Development Assistance (PUCDA) is assigned the primary responsibility for education facility construction and rehabilitation, and the Guidelines are a manual for PUCDA.

The Guidelines indicate that the standard number of students per classroom is 32 to 36 (40 for a multi-grade class) maximum. However, it is a target, and as practical, ADB-supported projects assume 40 students per classroom and install desks and chairs accordingly, a practice that is followed by Community-based School Construction Projects supported by Japan as well.

The Guidelines indicate some standards or models, but there is no standard design, therefore each donor or each project develops its own original design.

(3) Policy on Dormitories for Secondary Education/Guidelines for Secondary Education Dormitories

With regard to student dormitories for secondary school students, SESDP of ADB has been assisting MOES with developing the policy, guidelines and detailed practical manuals. The Draft "Policy on Dormitories for Secondary Education, version 2014" addresses: 1) Equity; 2) Access; and 3)

Participation as General Principles. Policies for infrastructure planning and design are: 1) Evidence-based infrastructure planning; 2) Environmental and physical safety; 3) Local stakeholders' participation; and 4) Social inclusion and gender safeguard.
The following standards are addressed in Part 1: Management and Maintenance of Physical Facilities of Draft "Guidelines for Secondary Education Dormitories, version November 2015:"

- Minimum provision of roof, wall, enclosures, wide windows for ventilation, and doors that can be locked from inside to keep the residents safe from natural elements and from intruders.
- Two separate sleeping quarters for students, one each for girls and for boys, with separate entrances at opposite ends of the building.
- Two separate wash and toilet blocks, for boys and girls to be built as separate structures at an appropriate distance from the school and dormitory building. Each block has 3 latrine-toilets inside cubicles with doors. A toilet for persons with physically handicaps will be specially fitted at the girls' section.
- Electricity supply and adequate lighting will be installed inside and around the dormitory rooms and toilets. The electricity bill of the dormitory will be charged to the block grant allocated by MOES per school. Should additional electric items be introduced for the students' personal use, the students and their parents will pay the necessary fees.
- SESDP will ensure water supply provision that includes a water tank.
- Communities will provide supplementary labor and materials as well as ongoing maintenance, supervision, and other forms of support.

(4) Mainstreaming Disaster Risk Reduction in the Education Sector in Lao P.D.R

The Government of Laos, with assistance from EU, UNDP and others, conducted a study and developed a report of "Mainstreaming Disaster Risk Reduction in the Education Sector in Lao P.D.R" in April 2008. In this report, it is stated that the then-MOE is "responsible for organizing evacuation of students and population when disaster strikes, temporally using educational buildings to shelter victims." Meanwhile, the report also points out that, "There is no building code in the country and there is no organization responsible for risk assessment mapping for disasters in the country." It also states that, "There is not a common design for the whole country." Another point is that "Most of the schools constructed were only one floor therefore wind force and earthquake force were not taken into account during designing and construction. The structure of schools usually tries to focus on design for ventilation and light." Meanwhile, it is also recognized that, "Generally most schools constructed by international projects[13] are safe from flood and windstorm."

[13]The Study reviewed the architectural designs made by JICA, UNICEF, KOICA, World Bank, ADB, and Save the Children Australia.

The suggestions of the report include “In Lao, temples are used as evacuation shelters as they have a strong structure and are located on the best, high level land.” It also suggests that, “A strong building structure is essential so the school can be used as an emergency shelter.”

5-2 Provincial Policy and Engagement in Facility Development

1) Provincial Policy

The following table summarizes the Provincial Policy and Engagement for facility development in the 14 visited Provinces.

Table 23 Provincial Policy and Engagement for Lower Secondary Education Facility Development

Vientiane Area	Vientiane Capital	Vientiane Province
Issues requiring improvement and Provincial Policy and Strategy on LSE facility development	• 158 secondary schools in 9 Districts: 70 LSS; 10 USS; and 78 CSS. 43 out of 158 are private schools. • There are large differences in facilities and in equipment between the center of the City and remote rural area in the Capital. Contrary to the common image of developed infrastructure, only 17 schools passed 42-45 standard criteria of EQS, out of 31 designated model schools from pre-primary to secondary levels, due to shortage of facilities and old classrooms. Only about 10 schools have a science lab. Many schools utilize a regular classroom as a library. • Private schools are attracting students due to the poor facilities and learning environment in public schools. • Total Fertility Rate of Vientiane Cap. Is about 2%. Once the fertility rate dropped in 2011/12 due to family planning project, but these days it is again increasing. • Parkngum District as well as Sangthong District, where some student dormitories exist, has higher demand in facility rehabilitation. • No school convenes two-shift classes. • No tuition is required, however for the purchase of learning materials and facility maintenance, each student is required to pay 130,000Kip per year. Due to poverty and domestic reasons, some children give up going to school, causing schools to fall below 100% GER.	• 91 SS in 11 Districts: 43 are CSS; 48 are LSS. 2 out of the 48 are private. PESS envisage opening up more private schools due to budget constraints. However, because of the small profit, very few private investors are interested. • As all Kum Bans have at least one LSS, expansion of existing LSS to CSS is an agenda of the Province. • Remote Districts, namely Mad, Xanakham (150Km from the Provincial Cap) and Muen are prioritized. Muen District has a large number of students, along with overcrowded areas, such as residential areas of Kham ethnic group in poverty in Hinherb District. • PESS rehabilitates old and overcrowded schools in each District.
Commitment and Policy on developing additional facilities for Inclusive Education	• There are some schools that are difficult to access in some areas. The schools in Nangxang and Xangxay in Sangthong District have student dormitories. Some other students who also have difficulty to access schools stay at their relative's house, therefore student dormitories are wanted.	• Chinese assistance has installed experimental science equipment in about 5 of the 43 CSS. All equipment is labeled in Chinese. As teachers are unfamiliar with the equipment and chemicals, the equipment has been storage. • There is no school equipped with a library.
Recurrent Budget request and allocation procedure	• Government budget is requested to Governor's Office and examined and approved at National Assembly. • Roughly 200 billion Kip is allocated annually and around 80 billion Kip is applied to facility construction and rehabilitation.	• DESB and District Mayor make a request to PESS in May every year. PESS puts them together and submits them to the Governor's Office and MOES in July. Governor's Office and MOES forward it to MPI. • However, in each process, the requested budget is reduced, therefore the amount PESS receives is normally less than half of their request. On average, the budget for 4-5 school rehabilitations is approved.
Investment Budget request and allocation procedure	• Assistance by development partners is implemented through MOES.	
Selection of beneficiary schools for facility development	• Schools with the highest needs are selected for rehabilitation after consulting with DESB. • Some development partners specify their interested areas or schools. • Every 3rd of the month is the day for monthly meeting with 9 Districts, on which occasion they discuss facility development. All 158 School Heads also gather on the 25th day of each month.	• Remote Districts, namely Mad, Xanakham (150Km from the Provincial Cap) and Muen are prioritized. Muen District has a large number of students, along with overcrowded areas, such as residential areas of Kham ethnic group in poverty in Hinherb District. • PESS rehabilitates old and overcrowded schools in each District.
Development Assistance by partners	• 1 school benefitted from EOJ GR Grant Assistance. • Vietnam built a USS near the PESS Office and a CSS at Km5. • Primary schools built with Japanese Grant Aid assistance. • International Friendship Association of China built a primary school. • ICT Center by Chinese company is located at Lycée Vientiane.	• Vietnam built Pakcheng CSS in 2014. • South Korean private company built a PS and a LSS in Xanakham District in 2014. • South Korean private company built an ethnic boarding school, which accepts 700 students. Lao government provides meal expense of 200,000Kip per student per month. • (JICA constructed 15 PS, some of which also benefitted from a reading room as a library.)

(LSE: Lower secondary education, LSS: Lower secondary schools, CSS: Complete Secondary school)

Northern Region	Xiengkhouang	Houaphan	Luangprabang	Oudomxay	Luangnamtha
Issues requiring improvement and Provincial Policy and Strategy on LSE facility development	• 91 SS in 7 Districts: 31 LSS out of which 1 is private; 2 USS; and 58 CSS of which 2 are private. • There are between 35,000 and 36,000 graduates of PS these years. Presently, it is at the highest level and for the future it will stay nearly the same or fall a little. • For the plan of 2015/16 one CSS each at Pek, Nonghed and Khoune Districts and one LSS each at Pek and Kham Districts will be rehabilitated. • According to EMIS in 2014/15, except Xaysomboon Province, with a GER over 100%, Xiengkhouang has the highest GER in LSE at 98.9%. It is an achievement of the Provincial commitment to place an LSS at most 7km distance from the center of each Kum Ban (school zoning system), along with a health post and a market, so that social life services are close to the people, under the cooperative initiative among the Provincial government, the party and the community, particularly for sensitizing the population to the importance of education. • Some schools adopt two-shift classes. • In the next 5-year plan, Xiengkhouang PESS commits to: 1) solving the problem of classroom shortage; 2) student dormitory construction; 3) equipping science labs and equipment and library; 4) water supply and building toilets. • There's no priority District in the Province.	• 133 SS in 10 Districts: 88 LSS; 2 USS; and 43 CSS. • The enrollment of LSE increased from 25,000 last year to 27,000 this year. • PESS has no intention to increase the number of SS, but plans to rehabilitate and expand existing schools. • There is no priority District, but the schools that are overcrowded and lacking classrooms are prioritized. • The second priority is given to the schools in the center of Kum Ban with temporary classrooms and those requiring student dormitories. The families who cannot afford to build a hut for their children give up schooling.	• 101 SS (99 public and 2 private): 48 LSS; and 53 CSS. The number of students at LSE is increasing year by year, while the number at the primary level is decreasing. • 20% of the schools convene 2-shift classes due to lack of facilities. • Districts of Phonexay, Phonthong, and Chomphet have difficult accessibility. • Schools that are overcrowded and in remote areas are prioritized when development partners' assistance is offered.	• 90 SS in 7 Districts: 65 are LSS; and 25 are CSS. 2 private schools are in Provincial Capital Xay District, and the enrollment is increasing, despite little difference with public schools in education quality. Nga and Pakbeng Districts have difficult access. • 1) Delivery of Excellent lessons; 2 establishment of excellent schools; and 3) improvement of school environment will be promoted. • PESS prioritizes rehabilitation and expansion of old and overcrowded classrooms rather than opening up new schools, as there is at least a LSS for 4-5 PS. Hoon, Pakbeng, Nga, and Namor Districts promote expansion from LSS to CSS.	• 39 SS in 5 Districts, including 1 private school: 19 of which are CSS. Long District and Nalae District have difficult access from the Provincial capital. • PESS doesn't have a plan to expand LSS to CSS, but rather to engage in rehabilitating temporary, old, and overcrowded classrooms.
Commitment and Policy on developing additional facilities	• Students living further than 7 km from a LSS build a boarding	• The top priority is the rehabilitation and expansion of	• Only one school is equipped with a science lab, while all CSS	• Only 2 secondary schools in Xay District own a science lab,	• Students from far remote areas graduate from a PS nearby and

for Inclusive Education	facility in or near the school. • Only 3 schools have a science Lab. • Only 9 schools have a library. • An IT lab exists at some schools as well as the ICT Center by a Chinese firm at Phonsavan CSS.	existing schools, while student dormitories are also necessary. • Very few schools own science lab and library spaces, instead utilizing ordinary classrooms.	have a library. • 3 schools have decent student dormitories. • Since 2011/12, TTC delivers lessons on inclusive education at the course of 12+4, following MOES policy. Inclusive education has already been in place in the curriculum at the primary level. • A study tour to the School Sorta, a special education school for children with listening disability was organized. However, no special measures were identified in the facility. • One scholarship is offered for studying at a master's degree course at Mahidol Univ. in Thailand.	while there are about 4 schools with a library. • All 25 CSS have a dormitory, although the quality of facilities varies from one another.	move up to a SS in an urban town, residing in a dormitory or a hut and return home during weekend. CSS is more popular and some students choose one even if they need to build their own hut next to the school. • The new dormitory at TTC built by JAIF has only beds but the light looks insufficient and dark. There is no desk and chair, so the students are not motivated to study at the dormitory. • New Equipment installed at the labs of TTC by the government is in danger due to the louver windows of the labs, which allows dust to enter easily.
Recurrent Budget request and allocation procedure **Investment Budget request and allocation procedure**	• Kum Ban raises a request to DESB and is forwarded to PESS. PESS requests to MOES and Governor's Office and reaches to MPI. The budget for 2-4 school rehabilitations, compared to a request for 5 schools, is approved annually. However, for this year, maximum request is limited to 3 schools.	• PESS requests budget to Governor's Office and MOES. Budget is released from Governor's Office. About 70% of request amount is distributed. MOES also needs to recognize the PESS request and keep a record.	• Budget for only 1-2 SS construction is released annually. Rehabilitation and expansion are managed with recurrent budget such as SBF/SBG. Compared to 3 billion Kip request, only 2 billion Kip was allocated.	• Means for requests are: 1) from Provincial Governor's Office to MPI; and 2) PESS to MOES in case of development partners' assistance. In case of 1), about 20% of the request is approved.	• PESS prepares a request to Provincial Planning and Investment Department in December and sends one between January and March every year. • Provincial Planning and Investment Dept. consults with Provincial Governor and sends a request to MPI. The Party finally makes the decision. • Budget allocation varies one year to another, sometimes nothing (0), and sometimes time for 4 schools. An example shows an allocation for 6 classrooms for 3 years at 970 million Kip or 5 CR for 2 LSS and 10 CR for 2 CSS, etc.
Selection of beneficiary schools for facility development	• PESS has a meeting with DESB 3 times per year. There are additional ad-hoc meetings as well. • There is no priority on Districts, but ultimately Districts in poverty tend to receive more assistance.	• Villages and DESB make requests, and the Education Division of PESS visits proposed sites and internally makes a decision in PESS. • PESS meets with DESB twice a year at the end of each term.	• PESS determines the selection of beneficiary schools without consultation with DESB.	• Village representatives, District Mayor, and DESB select schools and request assistance from PESS. PESS board members, including PUCDA, Planning Division, Secondary Education Division, and Inspection Division review the	• PESS makes a list of LSS requiring rehabilitation, based on discussion with DESB.

				proposals and make a decision.	
Development Assistance by partners	• South Korean Sandong constructed 6 LSS. • EOJ built 4 LSS. • JAIF assisted 2 LSS, later expanded to CSS. • In 2013-24, the Lao government and Vietnam cooperated in distributing science lab library equipment at Mork mai, Khoune, and Phaxay Districts at ethnic boarding schools. • No ADB assistance is identified, although the Province is marked in the assistance map. • (AEON built 46 PS.)	• 4 Schools with dormitories were constructed by ADB's SESDP in 2012. • Vietnam assisted Muang Soy CSS and an ethnic boarding school, both of which were accompanied by a dormitory. • No assistance from China other than teaching/learning materials and stationery.	• ADB SESDP built a school in Phonthong District. • South Korean private company also built one. • No assistance from Vietnam nor from China, except ICT Center.	• 2-3 schools with assistance from Vietnam. • South Korean Somang (Student association or private firm?) is signing an MOU with PESS for constructing a model school, which invites selected students and is equipped with rich facilities. • No assistance from China, except for ICT Center at Muang xay CSS, is recognized. The ICT Center is supposed to connect with other Provinces on internet and deliver lessons in video conference style. However, no internet service is offered presently. Lessons using a projector is something new and modern for them.	• EOJ GR Grant Assistance built 6 schools. • Australia built 4 schools. • ADB SESDP • 2 schools by Vietnam • No assistance from China other than dispatch of volunteer teachers teaching Chinese and accepting students studying in China.

(LSE: Lower secondary education, LSS: Lower secondary schools, CSS: Complete Secondary school)

Central Region	Bolikhamxay	Savannakhet	Khammuane
Issues requiring improvement and Provincial Policy and Strategy on LSE facility development	• 60 SS in 7 Districts, 7 of which are located in a remote area: 39 are LSS (3 are private: 2 in Pakxane; and 1 in Khamkeuth); 2 are USS; and 19 are CSS. • No double-shift classes are carried out. • Khamkeuth District, which was separated from Xaychamphone District, requires access by boat during rainy season. The other 6 Districts have no problem with access. • Province prioritizes on: 1) schools with old facilities, and 2) schools that are overcrowded. Opening a new school requires difficult procedures such as land acquisition, therefore not a priority. • No priority District, but selected based on each school condition.	• 208 SS in 15 Districts: 134 LSS, 2 of which are private; 4 USS; and 70 CSS. • Because about 30 % of the Province experiences difficulty to access education facilities, the Provincial LSE GER struggles at 62.6%, below the national average of 78.1%. About 3/4 of schools are situated in far remote areas. • No double-shift lessons, but congested classes hold 70-80 students. • There are still areas requiring establishment of new LSS. • 10 LSS were expanded to CSS last year. Expansion of LSS to CSS continues.	• 129 LSS in 10 Districts: 76 are LSS; 2 are USS; and 51 are CSS. • No double-shift classes are held. • The priority is given to rehabilitation and expansion of existing schools rather than establishing new schools. • Basically PESS expects to expand LSS to CSS, but if there is a CSS nearby, this is not the case. • No priority is put on Districts but on needs of each school. • Boualapah District and Nahkahy Districts are difficult to access.
Commitment and Policy on developing additional facilities for Inclusive Education	• 3~4 schools own science experimental equipment, but there is no school with a lab. Libraries are simple ones utilizing existing rooms. • About 8 schools have a student dormitory. 4 schools in Khamkeuth, 3 in Bolikhanh, 5 in Viengthong, and Xaychamphone Districts are difficult to access. Therefore, some schools are accompanied with boarding huts where the students reside, thereby	• Student dormitories: 3 schools in Nong District; 4 in Vilabuly; 3 in Phine, and 3 in Sepone. • 2 schools in Thapangthong Districts are accompanied by student boarding huts. The District requires student dormitories.	• PESS identifies no school equipped with a science lab or library in the Province. • There are about 5 schools with student dormitories, but the boarding huts witnessed in the Northern Provinces are not seen in Khammuane

	requiring rehabilitation of dormitories. Hmong ethnic group is enthusiastic in study, so they build huts for students boarding.		
Recurrent Budget request and allocation procedure **Investment Budget request and allocation procedure**	• For facility development, PESS requests about 15 projects each year and about half are approved. A budget of 1-2 billion Kip is allocated for teacher training and facility infrastructure development.	• Despite PESS request for 83 projects, only 2 were approved for 12 classrooms of a CSS and a dormitory in Nong District. • Namteun 2 Dam Project assists 4 projects.	• 4 schools were newly constructed compared to 13 school requests two years ago, but information about this year was not determined.
Selection of beneficiary schools for facility development	• DESB reports every year on facility rehabilitation needs, so PESS visits the sites based on the proposition by DESB for selection. • Regular meetings between PESS and DESB are twice a year. DESB also reports monthly to PESS. PESS meets with School Heads as well twice a year with co-attendance of DESB. • DESB is in charge of LSS and PESS handles USS.	• Based on facility needs report from DESB, PESS visits sites and makes determinations. • For this coming project in the 4 Provinces, Savannakhet PESS selected the sites based on remoteness and poverty as criteria. • PESS meet regularly at DESB. • DESB organizes a meeting for LSS Heads, while PESS is in charge of 4 CSS, Savan; Songpao, Oudonvilay, and Phonsavan. There is little difference in services provided between by PESS and by DESB.	• Statistics Division leads the selection process of beneficiary schools, when there is a project supported by development partners. Based on the proposition, Director and Deputy Director actually visit the sites and finally determine the outcome. Therefore, PESS staff know their local situation well. • PUCDA and Statistics Division developed a list for JICA assisted project about a year ago. However, the Staff of Statistics Division is currently studying abroad, so the details are unknown. Schools that are overcrowded, old, and have temporary facilities are the criteria for selection. • Regular meetings between PESS and DESB are twice a year at the end of each term. PESS meets with School Heads as well twice a year.
Development Assistance by partners	• ADB SESDP built 3 LSS in Xaychamphone District. • EOJ • US Embassy (Alaska State troops) built 1 LSS. • Partial budget support by Vietnam. • No assistance from China other than ICT Center.	• 7 LSS in 2011 by ADB BESDP. 3 USS with dormitories. • FIDA (Finland) built about 10 CSS since 2001. • Minsai Center • JICA (mostly PS) • Thailand • Switzerland • Vietnam • No assistance from China	• ADB SESDP • Minsai Center • No assistance from Vietnam and China.

(LSE: Lower secondary education, LSS: Lower secondary schools, CSS: Complete Secondary school)

Southern Region	**Champasack**	**Attapue**	**Saravan**	**Sekong**
Issues requiring improvement and Provincial Policy and Strategy on LSE facility development	• 86 LSS; 4 USS; and 67 CSS, 4 of which have attached dormitories, in 10 Districts. • 70 schools require rehabilitation or expansion, but budget for only 3-7 schools is provided annually. The others are taken care of by temporary structures provided by the communities and NGOs. Therefore, Japanese cooperation is appropriate and desired. • At less populated remote areas, priority is	• 36 SS in 5 Districts: 23 LSS; 1 USS; and 12 CSS, no private schools. • Number of LSE students is increasing, while GER stays at 64.2% in 2015/16. • Two-shift classes are not held. • Priority for facilities is: 1) rehabilitation of temporary classrooms; 2) rehabilitation of rented classrooms; and 3) expansion of facilities accommodating overcrowding. • The Districts in poverty; Phouvong and	• 82 SS in 8 Districts: 50 LSS; and 32 CSS. Following universal/compulsory education up to LSE, PESS envisages an increase in GER. • Expansion of existing schools, at least one per Kum Ban, from LSS to CSS, is another task that needs to be engaged. Additional construction of classrooms and rehabilitation of temporary and old classrooms are urgent tasks. 35 requests	• 43 SS in 4 Districts: 31 are LSS; no USS; and 12 CSS. • The number of students increases by 100-200 annually. • 2 schools adopt double-shift classes. • The priorities for facilities are: 1) construction and rehabilitation of classrooms to solve overcrowded situations, 2) rehabilitation of temporary classrooms and expansion of facilities at the schools whose enrollment is

	given to expansion of classrooms and dormitories of existing schools rather than constructing new schools. • For facility construction, PESS wishes to cooperate with MOES for architectural design, construction work supervision and monitoring.	Sanamxay are the priority Districts.	from 8 DESB have been raised, 5 of which are included in the request for JICA assistance. • Expanding at least one LSS at each Kum Ban by constructing student dormitories, especially in the Districts of Ta oi, Samuoi, and Toomlarn, where a number of ethnic minorities reside. Nevertheless, the 3 Districts are not the only ones requiring assistance. • PESS wishes to work together on construction work supervision, monitoring, and reporting during the course of the construction project.	expected to increase. • Kaleum and Dakchun Districts are the priority.
Commitment and Policy on developing additional facilities for Inclusive Education	• Very limited number of SS have a science lab and/or library. • There used to be no official facility for Non-formal education. Accordingly, Buddhist temples for primary level and village facilities for LSE have been utilized. Kum Ban Offices coordinate this kind of arrangement. • Teachers of Non-formal education are existing formal education teachers in each Kum Ban. Classes are carried out from January through May. Exam is conducted in May. No tuition is required. • Since 2014, MOES decided that each Province establishes a Non-formal Education Center. Champasack Province has only the Center for USE in Pakse, where 236 students are enrolled in M5, 6, 7. Curriculum and lessons are almost the same as formal education. Most of the students used to be in formal education, dropped out, and returned. • Most of the students in Non-formal education are encouraged by their employer. Once they complete the course, a certificate of USE is awarded, which facilitates their promotion and salary increase. Military soldiers stay in the dormitory. • The Center in Pakse will expand with equipment for vocational training courses.	• Only 1 SS has a science lab and library. • 5 schools have student dormitories. • Percentage of ethnic minorities: ①Samakkhixay District: 30% ②Xaysetha District: 30% ③Phouvong District: 98% ④Sanxay District: 98% ⑤Sanamxay: 60% ④ and ⑤ are remote and difficult to access.	• There are only 3 schools in Salavanh and Khongxedone Districts having a science lab, with equipment that has not been updated for more than 30 years. • Room to read assistance for library construction in 2000, but since then no assistance.	• Only 3 SS are equipped with a science lab. There is no school with a library. • 4 schools have student dormitories. • Schools that accept students from remote areas and ethnic minorities are: one in the center of Kaleum, and two in remote areas, 3 in the center of Dakcheung, and 8 in remote areas.
Recurrent Budget request and allocation procedure	• Lao fiscal year starts on October 1st and ends on September 30. PESS has not	• PESS requested 17% of the Provincial budget, but actually 13% was allocated,	• 2 ways for LSE facility development budget requests:	• Provincial facility investment budget in 2014/15 was 71,399,230,000 Kip, 24% of

Investment Budget request and allocation procedure	received all budget allocation for 2015/16 yet. • For example, if PESS requests 2 billion Kip, only half, 1 billion Kip is approved. Furthermore, in the process of quarterly releases, the amount is further cut down, ending up with only 400 million Kip, 1/5 of the original request.	5% of which is for facility development, and the rest are for staff salary, etc. • Budget request is based on a project list prepared by PESS, delivered to the Governor's Office and forwarded to MPI. Development assistance is requested by PESS from MOES and from MPI.	1) from PESS to MOES; and 2) to MPI through Governor's Office.	which was allocated to Education sector. • PESS lists projects and requests the budget from the Provincial Governor's Office, forwarded to MPI. • Development assistance is requested by PESS from MOES and from MPI.
Selection of beneficiary schools for facility development	• Request goes from DESB, to PESS, and to MOES.	• Selection of beneficiary schools is conducted by DESB and submitted to PESS. Discussion and presentation are made at PESS and finally determined.	• Prioritization of the request to JICA for LSE facility construction: 1) Districts with low GER; 2) Schools with high demand for rehabilitation of temporary classrooms and expansion; and 3) Schools accepting students in poverty, from ethnic minorities or with disability. Access to water supply or well and to a trunk road are NOT under consideration. • Based on selection by DESB, PESS visits the sites and discusses with DESB.	• PESS selects beneficiary schools based on the list prepared by DESB. • PESS meets twice a year in addition to two other monitoring opportunities. DESB also reports monthly to PESS.
Development Assistance by partners	• EQUIP2 Project co-financed by ADB and SIDA assisted 11 projects in 4 Districts.	• ADB constructed PESS Office building in 1997. • Vietnamese assistance is only for primary level. • No assistance from China.	• JICA constructed 21 LSS. • A private company TSUMURA donated a school in Lao Ngarm District in 2010. • US Embassy built 2 CSS and 1 LSS in Toomlam District. • Vietnam constructed 1 CSS in Khongxedone, 1 in Salavanh, and 1 LSS in Samuoi in 2013. • ADB SESDP constructed 1 LSS with dormitory in Ta oi and 2 CSS with dormitory in Samuoi in 2013. • An NGO Village Focus International (VFI) constructed 1 LSS each at Salavanh, Ta oi, and Lao Ngarm in 2014. The one in Ta oi has a dormitory. • Thai Royal cooperation is building a CSS for Monks in 2015.	• ADB SESDP contributed classrooms, a dormitory and equipment to 2 schools each in Kaleum and Dakcheung in 2013. • US Embassy constructed classrooms and dormitories in 2012~14, 2 each in Kaleum and Dakcheun. • Vietnamese assistance is only for primary level. • No assistance from China.

(LSE: Lower secondary education, LSS: Lower secondary schools, CSS: Complete Secondary school)

2) Provincial Projection for facility development for lower secondary education

The following are the answers provided by the 11 PESS which responded to the questions/requests of the study mission in terms of their projection on education facility construction, rehabilitation or expansion in next 5-10 years:

- Luangnamtha Province: It is planning to increase the number of LSS from 41 in 2015/16 to 48 in 5 years (by 2019/20), therefore 7 more schools. In terms of the number of classrooms, it projects an increase from 408 to 463 during the next 5 years.
- Oudomxay Province: The number of lower secondary schools is expected to increase by 18 in the next 10 years (by 2024/25) from 90 in 2015/16, while the number of classrooms is projected to increase from 686 to 790 in the next 10 years.
- Luangprabang Province: It plans to increase by 2 schools each year over the next 10 years between 2015/16 and 2024/25.
- Huaphanh Province: PESS has no plan to increase the number of lower secondary schools in the next 5 years. Regarding the number of classrooms, it even plans to reduce the number from 953 to 848 during the next 5 years, assuming the number of students will decrease. However, it should be noted that this reduction was simply calculated based on the estimated number of students divided by 40 students per classroom, therefore it takes no consideration of temporary and old classrooms requiring rehabilitation.
- Xiengkhouang Province: PESS plans to rehabilitate 24 lower secondary schools in the next 5-Year Plan 2016-2020.
- Vientiane Province: This school year 2015/16, the plan is to rehabilitate 11 lower secondary schools out of a total of 91. By 2024/25, it projects increasing the number of lower secondary schools to 100 and rehabilitating 3 lower secondary schools each year during the next 10 years. In terms of classrooms, 55 classrooms are targeted to be rehabilitated in this SY, while in the following 9 years 10-30 classrooms will be rehabilitated each year.
- Vientiane Capital: This SY and the next SY, the target is 11 lower secondary schools for rehabilitation each year. In the following 4 years 28-42 schools will be rehabilitated.
- Bolikhamxay Province: PESS plans to rehabilitate or expand 25 classrooms from 5 lower secondary schools annually between 2015/16 and 2024/25.
- Khammouane Province: PESS plans to rehabilitate 20-25 classrooms from 4-5 lower secondary schools each year between 2015/16 and 2024/25.
- Savannakhet Province: PESS plans to rehabilitate 55-60 classrooms from 11-12 schools each year between 2015/16 and 2024/25.
- Champasack Province: In next 5 years, 78 schools are planned to be rehabilitated.

Table 24 Provincial Projection on Lower Secondary School and Classroom Construction

Provinces indicating the plan of increase or decrease the number of LSS and classrooms in next 10 years based on the number in 2015/16										
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Number of LSS in Luangnamtha Province	41	42	43	46	48	N/A	N/A	N/A	N/A	N/A
Number of CR of LSS in Luangnamtha Province	408	425	445	456	463	N/A	N/A	N/A	N/A	N/A
Number of LSS in Oudomxay Province	90	92	94	96	98	100	102	104	106	108
Number of CR of LSS in Oudomxay Province	686	710	729	724	733	754	763	772	781	790
Number of LSS in Huaphanh Province	90	90	90	90	90	N/A	N/A	N/A	N/A	N/A
Number of CR of LSS in Huaphanh Province	953	914	887	872	848	N/A	N/A	N/A	N/A	N/A
Provinces indicating the number of LSS to be rehabilitated in next 5 Years (2015/16-2019/20)										
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Number of LSS to be rehabilitated in Xiengkhuang Province	24					N/A	N/A	N/A	N/A	N/A
Number of LSS to be rehabilitated in Champasack Province	78					N/A	N/A	N/A	N/A	N/A
Provinces indicating number of LSS and classrooms to be constructed or rehabilitated in next 10 years (2015/16-2024/25)										
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Number of LSS to be rehabilitated in Vientiane Province	11	6	4	5	3	2	3	2	2	3
Number of CR of LSS to be rehabilitated in Vientiane Province	55	30	20	25	15	10	15	10	10	15
Number of LSS to be constructed in Luangprabang Province	2	2	2	2	2	2	2	2	2	2
Number of CR of LSS to be constructed in Luangprabang Province	8	8	8	8	8	8	8	8	8	8
Number of CR to be rehabilitated in Vientiane Capital	11	11	28	34	42	35	N/A	N/A	N/A	N/A
Number of LSS to be constructed in Bolikhamxay Province	5	5	5	5	5	5	5	5	5	5
Number of CR of LSS to be constructed in Bolikhamxay Province	25	25	25	25	25	25	25	25	25	25
Number of LSS to be constructed in Khammuane Province	5	4	4	4	5	4	5	5	4	4
Number of CR of LSS to be constructed in Khammuane Province	25	24	20	20	25	16	20	25	25	25
Number of LSS to be constructed in Savannakhet Province	12	12	12	12	12	11	11	11	12	11
Number of CR of LSS to be constructed in Savannakhet Province	60	60	60	60	60	55	55	55	60	55

(Source: Reponses from PESS to the question/request by the Study Mission Team)

5-3 Current Status of Lower Secondary Education Facilities

5-3-1 Breakdown of the Number of Schools

As of 2014/15, in Lao P.D.R, there are a total of 1,651 school facilities in which secondary education is taught. The following table shows the breakdown and the summary.

Table 25 No. of Schools Delivering Secondary Education

	LSS	USS	CSS	Total
Public School	867	30	635	1,532
Private School	42	0	37	79
Community School	0	0	1	1
Buddhist Monk School	26	4	9	39
Total	935	34	682	1,651

(Source: EMIS data)

(LSS: Lower secondary school, USS: Upper secondary school, CSS: complete secondary school)

As for private schools, most of them are concentrated in Vientiane Capital. There are no private schools in Phongsaly, Sayabouly, Saravan, Sekong, Attapue and Saisomboun.

5-3-2 Sizes of Schools and Grades Covered

Among 867 public lower secondary schools and 635 public complete secondary schools, the most populated school accommodates 3,530 students, while the least populated school has only 8 students, according to EMIS data from 2014/15. The average number of students per school is 191 at lower secondary and 662 at complete secondary schools respectively.

In general, the size of a school in a provincial capital is large, while that of a school in a rural area is small.

Many recently established lower secondary schools start with only an M1 grade class and open higher grade classes each year, and thus not all lower secondary schools cover all M1-M4 grade classes yet. There are 189 such incomplete schools (21.7% of public lower secondary schools) all over Lao P.D.R. Likewise, there are 120 incomplete lower and upper secondary schools (18.9% of public lower and upper secondary schools) which have recently started teaching M5 and higher level, but have not covered all M1-M7 grades.

5-3-3 School Shifts

Single-shift schooling is confirmed among the 112 schools visited during the field survey with few exceptions. Those which are delivering double-shift classes are forced to do so, due to lack of classrooms, despite construction efforts for temporary classrooms by the community.

Meanwhile, there are no multi-grade classes observed at the secondary level.

5-3-4 Secondary Schools in relation to Primary Schools

Nationwide, there are an average of 4.4 complete primary schools for every secondary school (lower and complete secondary schools). Among the 112 schools visited during the field survey, more than 20 schools (18%) have 10 or more feeder primary schools, 45 schools (40%) have between 5 and 9 feeder schools and 47 schools (42%) have 4 or less feeder primary schools.

Many of the secondary schools visited are built within or adjacent to a primary school compound. This is because many of them were constructed in the compound of an existing primary school. In some cases, there is clear layout demarcation between the primary and secondary schools, however, in other cases, primary and secondary school buildings are intermixed. In the latter cases, building conditions of the primary school tends to be better than that of the secondary schools, because in general, the primary school allows the secondary school (which was opened later) to use its old buildings and/or the secondary school rents temporary classrooms.

To add, in the case of complete schools, if the number of classrooms is insufficient, upper secondary classes use better-condition classrooms, while lower secondary classes are allocated temporary classrooms.

5-3-5 Admission of Students

In principle, lower secondary schools admit students from their feeder primary schools, however, students can choose a lower secondary school on their own. Accordingly, some students cross provincial borders for schooling and others choose to study at a school with traditions or with good building facilities in an urban area, thereby leading to classroom congestion.

According to an interview during the field survey, in Lao P.D.R, no school refuses an admission application from any student including ones from ethnic minority groups or students with a handicap.

5-3-6 Ethnic Minority Students

Among the schools visited during the field survey, schools host students from different ethnic minority groups in the northern and mountainous areas. At the primary school level, it is pointed out that such students tend to be afflicted by language barriers and other problems, however, at the secondary level, such problems have not been reported. This is because secondary students from ethnic minority groups have successfully finished primary school education in the Lao language.

In some schools with student dormitories, it was found that students from different ethnic groups do not reside together. According to the school headmasters, they allocate separate buildings for

different ethnic groups as it is easier for students. Although there are different customs and traditions among different ethnic group students, there is no problem for them to reside in the same dormitory.

5-3-7 Teachers and Staff

There are a total of 33,075 secondary teachers working at 1,572 public lower secondary, upper secondary and complete schools in 2014/15 according to EMIS data. Of them, 26,969 (81.5%) are regular teachers, 2,905 (8.9%) are volunteer or contractual teachers, 3,201 (9.7%) are administration teachers, and 592 are administration staff. An administration staff member is staffed at about every 2.7 schools. The student-teacher ratio is 18.5 (33,075 teachers compared to 613,319 students - the total of public lower, upper and complete secondary school students.).

Among the schools visited during the field survey, volunteer teachers were found at some schools, however no administration staff was seen. During the field survey, no school raised the issue of a lack of teachers as a problem, though some schools explained that they could not teach all curriculum subjects because teachers of specific subjects, such as foreign languages, are not available. In remote areas, a 20-25% allowance, 30% for multi-grade class teachers, is provided in addition to regular salary. In addition, the study mission team heard that villagers provide single teachers with a house and food, thereby facilitating their stay in the village.

5-3-8 Location of Schools

Owing to assistance from ADB, a district-level school map is now available on a web site. One can confirm the location, type, and basic statistic of a school in the map. But, it does not seem to be used extensively yet by MOES, PESS or DESB and is not updated frequently.

As for school compound size, some schools are built in a small plot in an urban area, while others are located on vast land, the borders of which are not clear in remote areas. Many schools are built on flat land or gently-sloped land, but some schools are built in a small plot with large elevation changes that require large-scale land development at the time of construction. In addition, for schools located in rice fields, the entire school compound may get submerged during the rainy season.

Of the schools visited during the field survey, many have already secured a land-use right document, but there are some schools without such documents. Some land-use right documents stipulate that the right exclusively belongs to the lower and complete secondary schools of the land, but other documents stipulates that the right belong to the lower and secondary schools and their adjacent primary school, or the right belong to individuals or the community.

Thus far, there was no trouble in securing land or land-use right in the past school construction projects in Lao P.D.R. However, considering the recent land-price hike in urban areas such as Vientiane Capital,

it is deemed important to confirm the land-use right and borders of land before planning any construction project, in order to avoid unnecessary trouble.

5-3-9 Access to Schools

Accessibility to schools varies from school to school: some are in urban areas, another are by main national roads, and others are by farm roads. PESS picked accessible secondary schools for the field survey, as the study schedule was tight (2-3 schools were to be visited per day). However, access to some school sites was not easy. For example, it took more than one hour to move 10 km due to bad road conditions in some cases, and in other cases river-crossings were required, as there is no bridge, and these areas may be inaccessible during the rainy season. Of the 112 schools visited during the field survey, there are 10 schools which have an access problem. 6 out of the 10 school are inaccessible during the rainy season.

5-3-10 Mode of Transportation among Students

Students commute to school by foot, bicycle and motorbike. In urban areas, parents take students between home and school. Some lower secondary students with a license, are allowed to ride motorbikes in Lao P.D.R. Thus, many schools have a parking area for bicycles and motorbikes in the compounds. There are several cases where students from the same village charter a bus for schooling in remote areas. The study mission team also heard that there are several rural and mountainous areas where students cannot commute to school in the rain, as it requires them to cross rivers and poor-condition roads.

No statistical information on students' commuting (distance, mode of transportation, time, etc.) is collected by MOES.

Road which gets eroded every year

Road submerged during the rainy season

Suspension bridge to school

5-3-11 Infrastructure

Of the schools visited, many are equipped with basic infrastructure such as water and electricity. As for water supply, city water, well water (with a dipper, a hand-pump, and a motor pump), introduction of mountain water and river water are common. Non-city water has a tendency to be in short supply during the dry season. The main use of electricity is for lighting and outlets for administrative offices such as headmaster's room and teachers' room, but in urban areas, classrooms are equipped with

lighting. The electricity cost varies among schools. Usually, some ten-thousand kips per month per school is average. While it varies from one site to another, the frequency of power supply failure in Lao P.D.R. is decreasing in recent years.

According to EMIS data, out of 867 public lower secondary schools, 633 schools (73.0%) and 414 schools (47.8%) schools are equipped with water supply and electricity respectively. Among 635 public complete secondary schools, 583 schools (91.8%) and 520 schools (81.9%) have water supply and electricity respectively.

5-3-12 Conditions of School Facilities

School facilities in Lao P.D.R are classified into 3 types according to their physical conditions: permanent, semi-permanent and temporary. In general, the facility durability is broken down into 3 levels: 15 years or more, between 5 and 10 years, and 5 years or less.

A permanent facility refers to one whose main structure is reinforced-concrete with permanent floor, wall, and ceiling. A semi-permanent facility is one whose main structure is concrete or wood with no floor slab, no ceiling and wooden walls. A temporary facility means a collapsing building, a temporary building (without foundation, made of wood/straw, with bamboo roof), and rented classrooms.

5-3-13 Classrooms

The following table shows the number of classrooms in public lower and complete secondary schools by provinces and facility conditions. The data source is EMIS. According to the table, the percentage of permanent classrooms, semi-permanent classrooms and temporary classrooms are 54.9%, 27.5%, and 18.1%, respectively.

Table 26 No. of Classrooms

Province		Lower Secondary (Public)					Complete Secondary (Public)					TOTAL				
			No. of Classrooms					No. of Classrooms					No. of Classrooms			
		No. of Schools	Total	Permanent	Semi-permanent	Temporary	No. of Schools	Total	Permanent	Semi-permanent	Temporary	No. of Schools	Total	Permanent	Semi-permanent	Temporary
1	Vientiane Capital	37	351	195	117	39	50	1,019	624	289	106	87	1,370	819	406	145
2	Phongsaly	35	147	46	56	45	15	257	134	80	43	50	404	180	136	88
3	Luangnamtha	37	172	79	50	43	19	288	122	112	54	56	460	201	162	97
4	Oudomxay	44	243	37	70	136	42	647	312	189	146	86	890	349	259	282
5	Bokeo	25	163	79	41	43	16	343	151	111	81	41	506	230	152	124
6	Luangprabang	56	308	193	80	35	41	698	512	96	90	97	1,006	705	176	125
7	Houaphan	88	375	76	94	205	42	561	306	104	151	130	936	382	198	356
8	Sayabouly	37	239	137	49	53	49	779	539	132	108	86	1,018	676	181	161
9	Xiengkhouang	56	323	161	99	63	29	529	216	193	120	85	852	377	292	183
10	Vientiane	43	343	170	152	21	41	781	419	253	109	84	1,124	589	405	130
11	Bolikhamxay	33	198	114	59	25	24	416	265	59	92	57	614	379	118	117
12	Khammouane	73	325	176	110	39	49	522	252	217	53	122	847	428	327	92
13	Savannakhet	125	673	407	176	90	73	1,064	665	288	111	198	1,737	1,072	464	201
14	Saravan	49	205	116	36	53	31	381	215	100	66	80	586	331	136	119
15	Sekong	29	124	48	30	46	14	167	79	47	41	43	291	127	77	87
16	Champasack	69	387	238	97	52	74	1,070	637	275	158	143	1,457	875	372	210
17	Attapue	24	102	48	21	33	11	173	67	73	33	35	275	115	94	66
18	Saisomboun	7	31	15	10	6	15	235	113	55	67	22	266	128	65	73
Total		**867**	**4,709**	**2,335**	**1,347**	**1,027**	**635**	**9,930**	**5,628**	**2,673**	**1,629**	**1,502**	**14,639**	**7,963**	**4,020**	**2,656**

Of the schools visited during the field survey, there are a total of about 1,500 classrooms. Of them, classrooms in good condition (corresponding to “permanent” facilities) are 28.2%, classrooms in usable conditions (corresponding to” semi-permanent” facilities) are 38.3% and temporary classrooms are 33.3%. That is, one-third of the classrooms are temporary.

5-3-14 School Facilities other than Classrooms

(1) Toilet

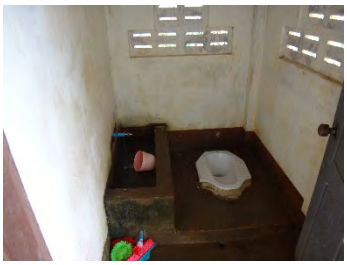
Many school toilets are local type (squat-style and using water from a bucket for flushing), while there are some exceptions such as western-style toilets for teachers and flushing type toilets.

Generally, toilets are built separately from classrooms. In some cases, there are separate toilets for male and female teachers and students, while in other cases, toilets are shared among users regardless of gender. During the field survey, the study mission team heard that toilets are lacking or that it is necessary for males and females to have separate toilets.

According to EMIS data, among 867 public lower secondary schools, 610 schools (70.4%) have toilets, while among 635 public complete secondary schools, 604 (95.1%) have toilets. It should be noted that data on the physical condition of toilets are not compiled.

Toilet constructed by Grant Aid project

Toilet of local specification



Inside toilet of local specification

(2) Teachers’ room

Of the schools visited during the field survey, most have a space for teachers and staff, though the conditions and types vary: teachers’ rooms with separate spaces for the director and teachers; number of teachers’ rooms is more than two; one room shared among the director and teachers; small temporary spaces secured for teachers’ rooms; no space at all for teachers at new incomplete schools; etc. According to EMIS data, of 867 public lower secondary schools, 637 schools (73.5%) have a room for administration, while 596 out of 635 public complete secondary schools (93.9%) have such a space, though the condition is not readable from the statistics.

Teachers' room

Temporary teachers' room

Director's room

(3) Student Dormitory

During the study, voices wanting student dormitories are frequently heard, in view of facilitating access to lower secondary education.

SESDP by ADB built student dormitories for lower and complete secondary schools. Furthermore, JICA's "Lower secondary school environment improvement project in southern region," which is now in implementation, builds student dormitories for 3 schools.

During the field visit, the study mission team found that many schools are equipped with student dormitories in the northern provinces. Some of such dormitories were built by student themselves with assistance from their families. On the other hand, in the southern provinces where JICA assisted school construction, not many schools have student dormitories, and thus the provision of student dormitories differs from area to area.

As for the student dormitory construction by SESDP, part of fund was supposed to be from a local community. Thus, some buildings remain incomplete. For example, partition walls between male and female residents were not completed yet, or finishing has not been done yet. Another opinion is that unless there are financial supports, such as provision of a stipend like SESDP assistance, even if a dormitory is constructed, students cannot afford to take advantage of it. Therefore, it is important to make sure of the management capacity and readiness when a dormitory is newly constructed.

Of the 112 schools visited during the field survey, 42 schools (37.5%) have dormitories inside the school compound, the majority of which are in the northern areas.

Although MOES has put together a policy on student dormitories and management guidelines with assistance from ADB, no statistical information on dormitories, such as the number of student residents, has been collected.


Student house built by students


Dormitory built by community


Dormitory built by SESDP

(4) Library

29 (25.8%) out of the 112 schools visited during the field survey were found equipped with a library, the specification of which varies among the schools. For example, some libraries have a full-fledged reading space, while other libraries are built as storage.

BESDP and SESDP by ADB did not build a library, but a multi-purpose room where the use of internet or computers was assumed. On the other hand, past school construction projects by JICA built a room which serves as a library and storage.

EMIS collects data as to whether a school is equipped with a library or not, and its facility condition. According to that, of 867 public lower secondary schools, 109 schools (12.54%) have a library, and of 635 public complete secondary schools, 254 schools (40.0%) have a library.


Temporary library


Library with a reading space


Library in Saravan

(5) Science lab

Out of the 112 secondary schools visited during the field survey, only 4 schools are equipped with science labs. In general, complete secondary schools are more likely to have a science lab than lower secondary schools.

BESDP by ADB built science labs for lower secondary schools, and its succeeding project SESDP built them for complete secondary schools. At the time of preparatory survey for “school environment improvement project in Champasack and Savannakhet provinces,” MOES strongly requested JICA to plan science labs. Accordingly, the project built 2 science labs per province. But, a succeeding project, “lower school environment improvement project in southern regions,” did not plan any science labs, because there were not enough teachers who know how to use the lab equipment, nor a standard

equipment list for the labs.

As for EMIS, it does not collect data on science labs, but collects statistics on ICT rooms, which is mentioned in the next section.


Science lab built by Vietnamese assistance


Science lab at a complete secondary school


Science lab built by SESDP

(6) ICT room

14 out of the 112 schools are equipped with an ICT room. According to EMIS, among 867 public lower secondary schools, 21 schools (2.4%) have an ICT room, while among 635 public complete schools, 132 schools (20.8%) have an ITC room.


ICT room at complete secondary school in Luang-prabang


ICT room at complete secondary school in Saravan


ICT room assisted by Vietnam

(7) Teachers' Residence

48 out of the 112 schools visited have a teachers' residence, some of which were constructed by Japan's GGP. Resident types vary. Some are local houses made of wood, others are houses divided inside into small rooms for single teachers, and others are buildings for teachers and students.

Teachers Residence (Local house)

Teachers' residence built by Japan's GGP

Combined residence for teachers and students

(8) Others

During the field survey, football goal gates and volleyball game courts are commonly found as sport facilities. Of the schools visited, except for one school assisted by Vietnam, no school with a gym was found, though there are several schools that have a meeting hall.

5-3-15 Furniture and Equipment

Basic school furniture commonly observed are: blackboard, students' desk/chair, teachers' desk/chair (for classrooms), and desks/chairs, meeting desks, and lockers (for teachers' and director's room). The condition of the furniture varies. Some are in very good condition, others are in poor condition, depending on schools and rooms.

Regarding education equipment, some core complete secondary schools in urban areas have science lab equipment for physics, chemistry and biology classes, while such equipment is not available at all at schools in remote areas.

During the field survey, education officers and school teachers explained that a lack of furniture and facilities are problems at schools. EMIS collects data on furniture, equipment, and the quantity of textbooks available at each school.

5-3-16 School Management

Regarding school management at the lower secondary level, the study mission team found that: 1) Each school is mandated its own management, and nearly all of the schools visited had no administrative personnel at school other than teachers. Therefore, administrative jobs such as bookkeeping were divided among the school head and the teachers in order to manage the school; 2) Primary school management, also led by the school head and the teachers, has been strengthened by getting collective assistance from the Village Education Development Committee (VEDC) and the system is under development throughout the country. However, when it comes to secondary school management, as the students come from wider areas and different villages, some lower secondary schools get assistance from Kum Ban (Group village or village cluster) office; 3) Concerning the school management budget, relatively large sized secondary schools are allocated a school

management budget in addition to SBF/SBG (25,000 Kip per student) from PESS and contribution from parents of students and local communities, while small sized lower secondary schools receive only SBF/SBG, therefore they are obliged to collect contributions from local villages. The contribution amount that is required from each student (except those from poor families) ranges from tens of thousands of Kip to hundreds of thousands of Kip; 4) Based on this management situation, it is likely to be more efficient to organize complete schools putting together lower and upper secondary schools under a single principal rather than establishing a number of small-sized lower secondary schools; 5) Some of the schools visited by the study mission members were obliged to share more than half of the revenue collected from students' family and community with PESS. In this kind of situation, it was observed that the financial management system is contradicting the policy of distributing SBF/SBG, which aims at reducing and eliminating financial burden of students, their families, and community. This existing system needs to be reviewed and corrected if necessary.

Table 27 Financial Contribution per student for School Financial Management at Visited Schools

Amount	No requirement	<50,000 Kip/year	50,000-100,000 Kip/year	>100,000 Kip/year
Number of Schools	21 schools	37 schools	29 schools	18 schools

Remarks） 10,000 Kip＝ approx.150 JPY

Some schools have farmland or a lake in the compound where the community voluntarily produces crops, and part of the sales from agricultural products is contributed to the school management fund. Other schools allow private vendors and individuals to do some business (such as a food stall) and collect rent to supplement the school management fund.

5-3-17 Education Facility Maintenance

School facility maintenance is a part of school management. As referenced earlier, the execution of the SBF/SBG distributed by the central government through PESS as a recurrent budget depends on each school. Therefore, some schools utilize the SBF/SBG for facility rehabilitation and maintenance, while others do not take advantage of the fund for that purpose. However in general, schools primarily rely on locally raised funds in-kind and labor contribution from the community more than the SBF/SBG for facility maintenance, as the SBF/SBG and the other budgets distributed from MOES are limited. That reliance tends to be higher for construction of temporary classrooms to solve the problem of overcrowding, expanding the school from lower secondary to complete secondary schools, as well as facility renovation and maintenance.

The EQS as its 23rd standard determines that each school is required to maintain a favorable education environment by carrying out cleaning of school facilities, installing trash bins and garbage disposals, and keeping a pleasant environment for students' engagement, considering environmental protection as well.

5-3-18 Facility Construction Needs

From the schools visited during the field survey, the facility construction needs are summarized into the following types.

1. Replacement of temporary and dilapidated school buildings
   School facility condition is very poor: In this type, community-constructed temporary buildings (to open a lower secondary school or use as classroom buildings) are very old or damaged. About 60 % of the schools visited fall into this type.

2. Necessity to address a lack of classrooms
   Due to a lack of facilities, 1) classrooms are extremely congested (50-100 students/classroom), 2) some schools are under double-shift schooling, and 3) other schools are renting classrooms from primary schools or the community. Some schools limit the number of admissions. About 80% of the schools visited fall into this type.

3. Incomplete schools
   Some recently established secondary schools started with an M1 class and are without enough classrooms to cover higher grades year after year. 5 schools out of 112 fall into this type.

4. Lower secondary schools upgrading to complete schools:
   Such schools try to cover higher grades year after year, and thus need more classrooms. Upper secondary level classes (M5-M7) tend to be allocated with better condition classrooms. One school out of the visited schools falls into this type.

5. Financial assistance to complete construction:
   The community funds school construction, which stopped halfway due to a lack of funds. One school out of the visited schools falls into this type.

From PESS, the necessity to establish a brand new school was not commonly heard.

5-3-19 Gap among Provinces

The above-mentioned facility construction needs are commonly observed across the 14 provinces surveyed in this study. There is no unique or specific tendency among provinces except for indicators and students' dormitories which are described in later sections.

5-3-20 Gender Perspectives

As referenced at 2-4-4, despite the relatively high GPI at the national average (0.95 in Lao P.D.R.), some Provinces, such as Luangnamtha, Bokeo, Houaphan, and Xiengkhouang show that girls' enrollment is more than 8 points lower than boys'. Accordingly, further efforts for narrowing the gap are required. As is also mentioned, one of the major reasons why girls give up schooling is the long-distance commuting and the lack of a secure dormitory facility. For this reason, construction and rehabilitation of education facilities can contribute to addressing the gender challenge. Meanwhile, as for Khammouane and Savannakhet Provinces, boys' enrollment is lower than girls', because boys are more attracted to labor income opportunities in Thailand than to schooling. For this reason, sensitization to the importance of completing basic education is required.

In addition, from the facility construction perspective, DSE and concerned personnel from ADB SESDP shared their experience that keeping sufficient distance between spaces for boys and for girls in the construction of student dormitories and toilets was important.

5-3-21 Education Facilities under the Inclusive Education Center (IEC)

(1) Ethnic Boarding Schools:

According to the IEC, there are 25 Ethnic Boarding Schools under supervision; among which 2 schools are directly managed by MOES, 18 are under PESS, and the other 5 are under DESB. The total number of students is about 10,000, 8,700 out of which receive a scholarship and stipend, primarily for meals, in the amount of 200,000 Kip monthly per student, allocated from the state. Those who are not eligible for benefits are the children of the teachers at the Ethnic Schools or those living nearby and volunteering to go the schools.

Based on the interview by the study mission members at the Ethnic Boarding School of Luangnamtha, the students receiving the national scholarship and stipend are identified and selected as the students who have had a difficult time keeping up with regular lessons at an ordinary school particularly due to the language barrier. For this reason, the Ethnic Boarding school is suitable. The students boarding at the School are mostly from one of the 40 primary schools in the 3 Districts, namely Luangnamtha, Viengpoukha, and Nhaleh. Those students who are in the same situation in the other 2 Districts, Shinh and Long, go to another newly established Ethnic Boarding School in the Province. Up to 40 students per grade are entitled to the scholarship and stipend. Beyond the 40 students per grade, students have

voluntarily chosen the School by paying 2.2 million Kip annually for tuition and boarding expenses. Good care, such as strict discipline and remedial lessons, are the advantages of the School and attract those voluntary students.

(2) Special Education facilities:
The Special Education School in Luangprabang for children with listening challenges and the one in Vientiane Capital for those with listening and/or sight problems are the only education facilities providing special education in Lao P.D.R. These two schools are also under the supervision of the IEC.

ESDP VIII plans to re-open another special education facility, which used to be under the responsibility of the Ministry of Health (MOH), in Savannakhet Province. Another is planned to be established in Champasack Province.

In addition, there are normal schools in Saphanthong village (primary) and in Phiavath village (secondary) in Vientiane Capital which accept students with physical disabilities due to Polio or who are mentally challenged. However, there are no special education classes in those schools like the ones in Japan. According to the IEC, those who have physical and/or mental challenges in the other Provinces are also accepted in normal classes, which causes some stress on both teachers and students.

The Lao government has started delivering some training courses for teachers to learn special education, and the government policy is to try to include all children into normal schools. To this end, the IEC has been promoting inclusive education and sensitizing the people in the country.

When a school construction project is implemented, the IEC expects the facilities to be made easy to access for those in wheelchairs and to construct and install equipment paying attention to the needs of students with disabilities. Standards and guidelines for education facility construction are managed by the Education Construction Design and Management (ECDM) under DOF/ MOES.

5-3-22 Non-formal Education Facility

The study was extended an interview with a staff member of PESS Champasack who is in charge of Non-formal Education and a visit to a Non-formal Education Center in Pakse. In the past there was no official Non-formal Education facility, therefore Non-formal education at the primary level is often delivered at a Buddhist temple and at a village facility for secondary education with the coordination of Kum Ban. In 2014 MOES made a decision to establish Non-formal Education Centers in each Province throughout the country. The Center in Pakse is the only one in Champasack Province. The

Province plans to have one in each District.
Therefore, it seems to be a policy that a Non-formal Education Center requires its own facility to be built or rehabilitated rather than share or utilize formal education facilities.

5-4 Necessity of Construction of Lower Secondary Schools

5-4-1 Background

Owing to efforts by the Government of Lao P.D.R and development donors to achieve 2015 MDG goals, the primary enrollment rate has improved significantly. Accordingly, school construction assistance aiming to improve access to primary education is no longer urgent.
On the other hand, with increased access to primary education, it is necessary that the lower secondary education sector accommodates the ever increasing number of primary graduates. Nevertheless, many development partners prioritize the quality of primary education over the access to the lower secondary education sector. ADB is the sole donor which provides large scale assistance to the secondary education sector, however, its implementation is limited in terms of areas and quantity.

5-4-2 Student Enrollment Trend

Lower secondary education enrollment surged from 344,871 in 2010/11 to 442,806 in 2014/15, an increase of 28%. The number of M1 students is on the rise, from 109,238 in 2010/11 to 131,616 in 2014/15, an increase of 20.5% over the years. However, the rate of increase is on the decline.

Table 28 No. of M1 students (2010/11-2014/15)

Year	2010/11	2011/12	2012/13	2013/14	2014/15
Enrollment	109,238	117,395	123,208	129,863	131,616
Difference from the previous year	-	8,157	5,813	6,655	1,753
Rate of increase	-	7.5%	5.0%	5.4%	1.3%

ESDP VIII expects a continuous increase in lower secondary education enrollment in the coming 4 years, as the lower secondary education is part of compulsory education now. In particular, in the southern region where the enrollment rate lags behind, enrollment is likely to continue expanding. On the other hand, in Houaphan where the lower secondary enrollment rate is high, PESS expects enrollment will decline, as it has already reached a peak and the entire school age population is on the decline following a recent fall in the birth rate. Likewise, in Xiengkhouang, which enjoys a high enrollment rate, PESS believes that the enrollment rise has already peaked, and the rate of increase may gently rise or level off hereafter. Thus, there are different views on the enrollment trend outlook from province to province. However, enrollment is likely to continue expanding at the national level for the time being.

5-4-3 Quantity and Quality of School Facilities

The number of secondary schools (lower, upper, and complete secondary schools) increased from 1,327 in 2010/11 to 1,651 in 2014/15, an increase of 24%. Similarly, the number of classrooms increased from 11,837 to 16,341, an increase of 38.1%, over the same period.

Table 29 No. of Secondary Schools and Classrooms

Year	2010/11	2011/12	2012/13	2013/14	2014/15
School	1,327	1,409	1,494	1,586	1,651
Classroom	11,837	12,736	13,806	15,235	16,341

Due to this rapid rise in enrollment, construction of school facilities is an urgent issue, but sufficient budget is usually not secured. Consequently, communities end up constructing temporary classrooms on their own and schools have no choice but to use dilapidated buildings or rent classrooms to accommodate the students. Usually, the learning environment of those temporary classrooms is bad. Nationwide, of 14,639 classrooms at 1,502 public lower and complete schools, there are 2,656 temporary classrooms, meaning that a total of 18.1% of classrooms are temporary ones.

5-4-4 Student-Classroom Ratio

The total number of M1-M7 students enrolled in public lower and complete secondary schools is 586,523, and there are 14,639 classrooms available at said schools. Thus the student-classroom ratio is at 40.1, which is almost equal to the commonly accepted value (40) when planning construction of classrooms. However, if the above-said temporary classrooms are excluded, the student-classroom ratio is 48.9.

5-4-5 Number of Lacking Classrooms

For the 1,502 public lower and complete secondary schools, it is calculated that a total of 2,680 classrooms are lacking. When calculated, the following equation was used, with the student per classroom ratio set at 40 and an assumption made that temporary classrooms are unusable.

Number of lacking classrooms =

Number of student / 40 - (permanent + semi-permanent classrooms)

Table 30 No. of Lacking Classrooms

Province		Enrollment (public)			No. of Classrooms (public)			No. of lacking classrooms
		Lower Secondary	Complete Secondary	Total	Permanent	Semi-permanent	Total	
1	Vientiane Capital	13,474	43,931	57,405	819	406	1,225	210
2	Phongsaly	4,584	10,010	14,594	180	136	316	49
3	Luangnamtha	5,710	13,225	18,935	201	162	363	110
4	Oudomxay	8,851	27,477	36,328	349	259	608	300
5	Bokeo	5,165	11,622	16,787	230	152	382	38
6	Luangprabang	12,791	35,727	48,518	705	176	881	332
7	Houaphan	14,013	25,590	39,603	382	198	580	410
8	Sayabouly	7,606	26,732	34,338	676	181	857	1
9	Xiengkhouang	9,721	21,916	31,637	377	292	669	122
10	Vientiane	12,315	35,247	47,562	589	405	994	195
11	Bolikhamxay	8,275	21,867	30,142	379	118	497	257
12	Khammouane	10,439	21,220	31,659	428	327	755	36
13	Savannakhet	24,944	42,436	67,380	1,072	464	1,536	149
14	Saravan	7,800	17,340	25,140	331	136	467	162
15	Sekong	4,187	7,595	11,782	127	77	204	91
16	Champasack	11,212	39,935	51,147	875	372	1,247	32
17	Attapue	3,238	8,371	11,609	115	94	209	81
18	Saisomboun	1,284	10,673	11,957	128	65	193	106
Total		165,609	420,914	586,523	7,963	4,020	11,983	2,680

5-4-6 Classroom Construction by Provincial Budget

Usually, PESS of each province requests a budget for secondary school classroom construction from the provincial governor. However, the limited budget allows few construction projects per year. Consequently, the urgent construction need is addressed by communities, which also has limited financial capacity to build temporary classrooms.

5-4-7 Summary

Against the backdrop of improving primary education enrollment, the construction of lower secondary school facilities is necessary to accommodate the increasing number of primary graduates. As discussed, although lower secondary enrollment is on the rise (an increase of 28% over the last 4 years), classrooms are seriously lacking and current ones are congested because of limited budgets.

Despite the declining trend in school age population, the necessity of secondary school classroom construction is likely to continue and even expand, because lower secondary education has become compulsory.

As stated, only ADB has provided large scale assistance towards the secondary education sector, however, the quantity and areas covered by the ADB project are limited.
Against this backdrop, it is deemed fairly appropriate that Japanese assistance shall be directed towards lower secondary school construction.

5-5 Indicators to select target areas and expected results by facility construction

The study mission team heard from the PESS level that lower secondary education facilities are lacking and Japanese assistance for facility construction is awaited. The study mission team visited lower secondary education facilities to confirm that many classrooms were congested due to a lack of classrooms and lessons were taught in dilapidated or temporary classrooms, the learning environment of which were not satisfactory at all. Though the level of classroom-shortage and necessary facility components differ from school to school, the study mission team confirmed the necessity for Japan to assist in constructing lower secondary education facility components across 14 provinces.

Although the study mission team confirmed a shortage of lower secondary education facilities through a field visit, the statistical information or indicators concerning the facility shortage has not been effectively complied. Though EMIS collects facility information from the school level, data analysis from viewpoints of facility shortage or facility necessity has not been done. Consequently, a comparison of the urgency of facility construction area by area is not yet understood.

Against this backdrop, JICA's past education facility construction projects selected provinces and areas based upon the enrollment rate, poverty rate, equality among provinces, and other political reasons, not necessarily based upon the urgency of classroom construction needs.

Based upon the newly collected data and information, the study mission team has identified the following 5 indicators/expected results as criteria to select target areas for lower secondary school facility construction projects and exchanged opinions with the Lao side during local study II.

5-5-1 Gross Enrollment Rate

MOES currently targets improving the lower secondary GER to 85% by 2020. Thus, by providing classroom construction assistance to areas which have not attained a GER of 85%, a project shall address future classroom shortage and improve the learning environment, assuming that lower secondary education prevails.

Throughout this study, it was confirmed that a reason for abandoning or dropping out from school is owing to long-distance daily commuting to the school and the lack of secure dormitory facilities. The construction of facilities can solve this kind of challenge. Meanwhile, the major cause of the 78.1% (2014/15) GER of lower secondary education originates from the low P5 survival rate. As long as the P5 survival rate remains at an unsatisfactory level (78.3% in 2014/15), attaining a lower secondary GER of 85% is difficult, even if the transition rate from primary to lower secondary reaches 100%. In other words, once the P5 survival rate is improved, under the condition of the 91.7% transition rate in

2014/15, lower secondary enrollment will dramatically increase. Accordingly, lower secondary education facilities are wanted. As mentioned in 3-2-2, ESDP also states that, “in view of creating opportunities for all primary graduates to continue their education at the lower secondary level, it is necessary to construct new schools where necessary and build additional classrooms in the existing schools which are overcrowded.” Therefore, considering those realities and the national strategy, it is highly recommended to construct and rehabilitate lower secondary educational facilities in the country. With this logic, the following table shows the lower secondary GER (2014/15), the number of necessary classrooms to accommodate students when GER reaches 85%, and the number of classrooms lacking by province. From the table and map, the study mission team argues the following points.

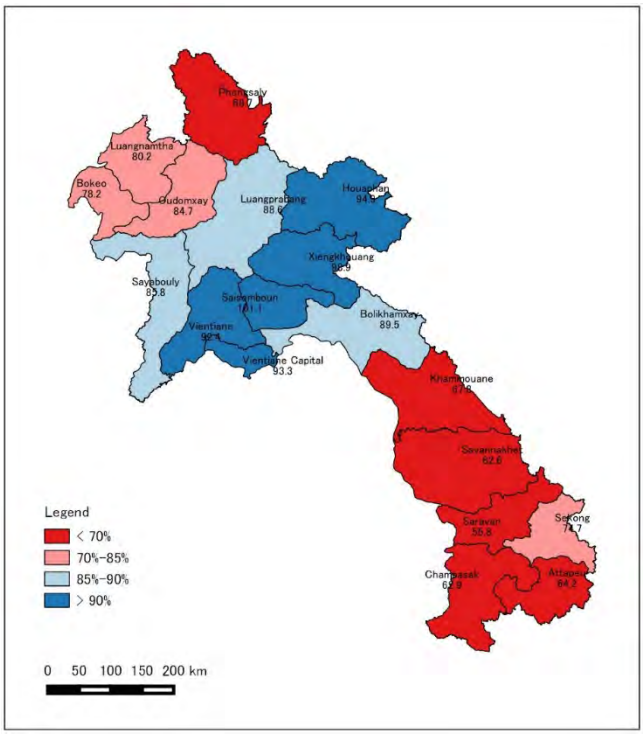
- 6 central and southern provinces, where JICA concentrates its facility construction assistance, have NOT attained a GER of 85%.
- 5 central provinces (Vientiane Capital, Vientiane, Saisomboun, Xiengkhouang, and Houaphan) have already attained a GER of 85%.
- 4 northern provinces (Phongsaly, Luangnamtha, Oudomxay and Bokeo) have NOT attained a GER of 85%.
- Overall, provincial capital districts mark high GERs, even when the provincial GER is low.

Table 31 GER by Province

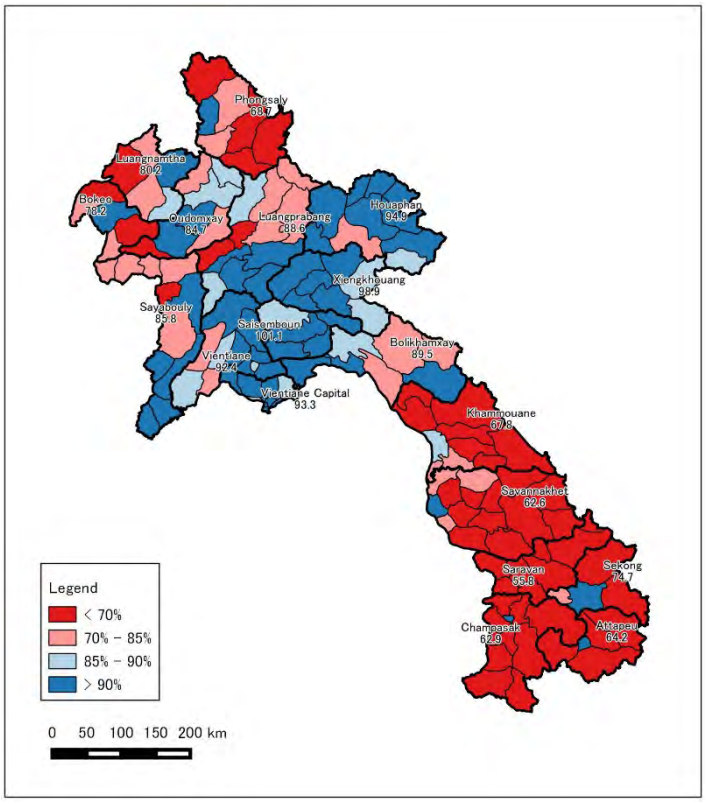
	Province	School age population	Enrollment	GER(%)	(1)No. of additional classrooms needed to cover GER85%*	(2)No. of lacking classrooms now	Total No. of classroom necessary when GER at 85% is attained (1)+(2)
1	Vientiane Capital	54,025	50,415	93.3	-	207	207
2	Phongsaly	16,282	11,191	68.7	66	49	115
3	Luangnamtha	17,076	13,703	80.2	20	110	130
4	Oudomxay	31,237	26,456	84.7	2	300	302
5	Bokeo	16,540	12,932	78.2	28	38	66
6	Luangprabang	40,659	36,017	88.6	-	332	332
7	Houaphan	29,265	27,760	94.9	-	410	410
8	Sayabouly	29,136	25,010	85.8	-	1	1
9	Xiengkhouang	23,580	23,311	98.9	-	122	122
10	Vientiane	37,552	34,691	92.4	-	195	195
11	Bolikhamxay	25,280	22,629	89.5	-	257	257
12	Khammouane	36,609	24,822	67.8	157	36	193
13	Savannakhet	81,193	50,808	62.6	455	149	604
14	Saravan	34,383	19,184	55.8	251	162	413
15	Sekong	11,785	8,801	74.7	30	91	121
16	Champasack	59,846	37,671	62.9	330	32	362
17	Attapue	13,993	8,988	64.2	73	81	154
18	Saisomboun	8,320	8,415	101.1	-	106	106
	Total	566,761	442,806	78.1	1412	2,677	4,089

* Student-classroom ratio at 40 is applied.

GER by province



GER by district



5-5-2 Percentage of Temporary Classrooms (the urgency for classroom construction)

Lower secondary classroom types are classified into “permanent,” “semi-permanent”, and “temporary.” Only “permanent” and “semi-permanent” are allowed for school facilities. Thus, by calculating the percentage of temporary classrooms, the study mission team checks the urgency for permanent-structured or semi-permanent-structured classroom construction.

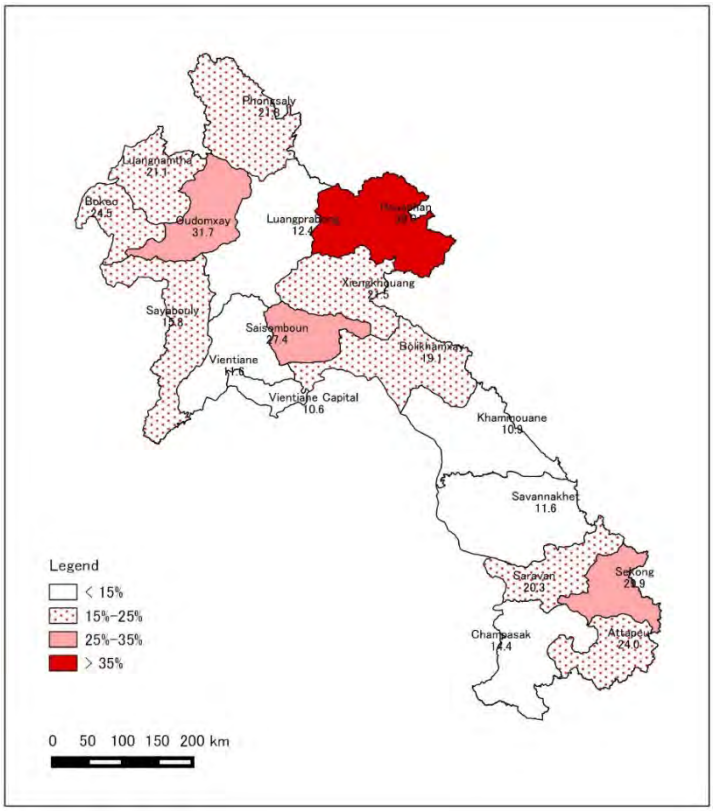
Calculation: Percentage of temporary classrooms (the urgency of classroom construction) = No. of temporary classrooms/Total No. of Classrooms

Assisting school facility construction in the areas with an urgent classroom construction need, aims to improve the learning environment and address a lack of facilities.

- Houaphang province has the most urgent need to build semi-permanent or permanent classrooms, as almost 40% of classrooms are classified as “temporary.”

Table 32 Percentage and No. of Temporary Classrooms at Public Lower and Complete Secondary Schools by Province

Province		% of temporary classrooms	No. of temporary classrooms
1	Vientiane Capital	10.6%	145
2	Phongsaly	21.8%	88
3	Luangnamtha	21.1%	97
4	Oudomxay	31.7%	282
5	Bokeo	24.5%	124
6	Luangprabang	12.4%	125
7	Houaphan	38.0%	356
8	Sayabouly	15.8%	161
9	Xiengkhouang	21.5%	183
10	Vientiane	11.6%	130
11	Bolikhamxay	19.1%	117
12	Khammouane	10.9%	92
13	Savannakhet	11.6%	201
14	Saravan	20.3%	119
15	Sekong	29.9%	87
16	Champasack	14.4%	210
17	Attapue	24.0%	66
18	Saisomboun	27.4%	73
Total		18.1%	2,656



5-5-3 Student-classroom ratio (Congestion of a classroom)

The average number of students per permanent and semi-permanent classroom indicates the congestion of a classroom. The Education Quality Standard targets the student-classroom ratio at 30, which is difficult considering the reality of the situation. Thus, past projects by ADB and JICA set the student-classroom ratio at 40.

Calculation: Student-Classroom ratio (Congestion of a classroom) =
No. of students/ (No. of semi-permanent and permanent classrooms)

Thus, by constructing classrooms for the northern area where the student-classroom ratio is high, the learning environment and lack of facilities are improved. The following table and map indicate the student classroom ratio at public lower and complete secondary schools by province. From the table, the following is identified.

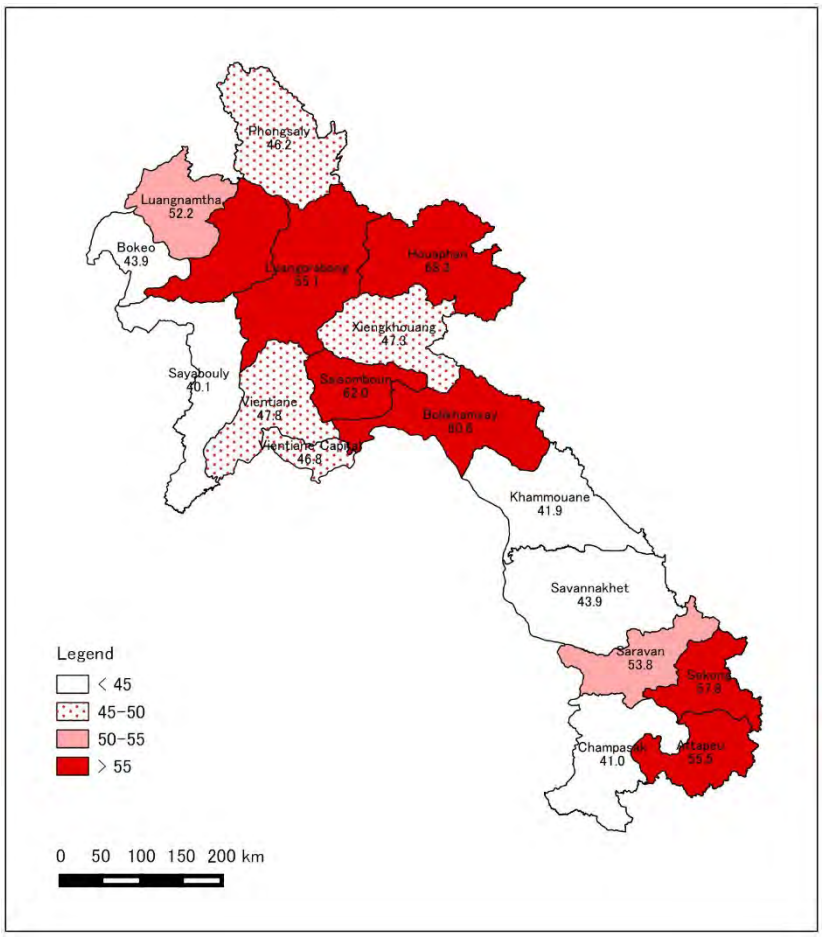
- Houaphang marks the most congested classroom environment, having a student-classroom ratio of 68.3.

Table 33 Student-classroom ratio at Public Lower and Complete Secondary Schools by Province

Province		Enrollment	No. of Semi Permanent and Permanent Classrooms	Student-classroom* ratio	No. of lacking classrooms**
1	Vientiane Capital	57,276	1,225	46.8	207
2	Phongsaly	14,594	316	46.2	49
3	Luangnamtha	18,935	363	52.2	110
4	Oudomxay	36,328	608	59.8	300
5	Bokeo	16,787	382	43.9	38
6	Luangprabang	48,518	881	55.1	332
7	Houaphan	39,603	580	68.3	410
8	Sayabouly	34,338	857	40.1	1
9	Xiengkhouang	31,637	669	47.3	122
10	Vientiane	47,562	994	47.8	195
11	Bolikhamxay	30,142	497	60.6	257
12	Khammouane	31,659	755	41.9	36
13	Savannakhet	67,380	1,536	43.9	149
14	Saravan	25,140	467	53.8	162
15	Sekong	11,782	204	57.8	91
16	Champasack	51,147	1,247	41.0	32
17	Attapue	11,609	209	55.5	81
18	Saisomboun	11,957	193	62.0	106
Total		586,394	11,983	48.9	2,677

*Temporary classrooms are not counted.

** 40 students per classroom is applied



5-5-4 Number of Complete Primary Schools per Lower or Complete Secondary Schools (Appropriate number of lower secondary schools)

Under an old MOES policy to establish at least one lower or complete secondary school for every 4 complete primary schools, the number of secondary education facilities (lower secondary, upper secondary, and complete secondary schools) increased by 24.4% in the past 4 years (from 1,327 schools to 1,651 schools). Now, MOES shifts its policy from establishing new lower secondary schools to upgrading existing lower secondary schools. However, its new policy does not totally deny establishing new schools. MOES states that it still considers establishing new lower secondary schools wherever necessary. The following table and indicators may be referred to when establishing whether a new lower secondary school is necessary.

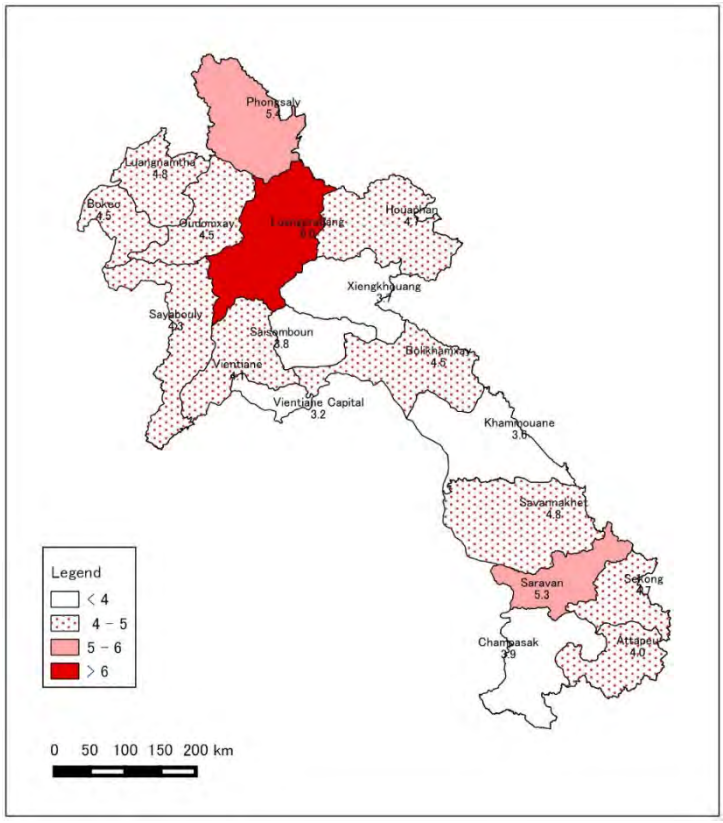
The number of complete primary schools per public lower and complete secondary school by province is indicated in the table and the map below. From them, the following points are identified.

- Luangprabang has only one lower secondary or complete secondary school for every 6 complete primary schools, the worst ratio of all provinces.
- A total of an additional 210 lower secondary schools are necessary to attain one lower or complete secondary school for every 4 complete primary schools.
- The average number of students per lower or complete secondary school is 380 nationwide. The indicator of Vientiane is 658, the highest value, and that of Sekong is 274, the lowest value.

Table 34 No. of Lower and Complete Secondary Schools per Complete Primary School

Province		No. of complete primary schools	No. of lower and complete secondary schools	No. of lower and complete secondary school per primary school	No. of students per lower and complete secondary schools	No. of necessary lower and complete secondary schools*
1	Vientiane Capital	467	148	3.2	658.3	-
2	Phongsaly	277	51	5.4	291.9	19
3	Luangnamtha	271	57	4.8	338.1	11
4	Oudomxay	402	90	4.5	422.4	11
5	Bokeo	196	44	4.5	409.4	5
6	Luangprabang	609	101	6.0	500.2	52
7	Houaphan	609	131	4.6	304.6	22
8	Sayabouly	389	91	4.3	399.3	7
9	Xiengkhouang	328	89	3.7	372.2	-
10	Vientiane	355	87	4.1	566.2	2
11	Bolikhamxay	268	60	4.5	528.8	7
12	Khammouane	464	127	3.7	259.5	-
13	Savannakhet	968	204	4.7	340.3	38
14	Saravan	433	82	5.3	314.3	27
15	Sekong	203	43	4.7	274.0	8
16	Champasack	596	153	3.9	357.7	-
17	Attapue	150	37	4.1	331.7	1
18	Saisomboun	83	22	3.8	543.5	-
TOTAL		7,068	1,617	4.4	390.4	210

On the assumption of one lower or complete secondary school for every 4 complete primary schools



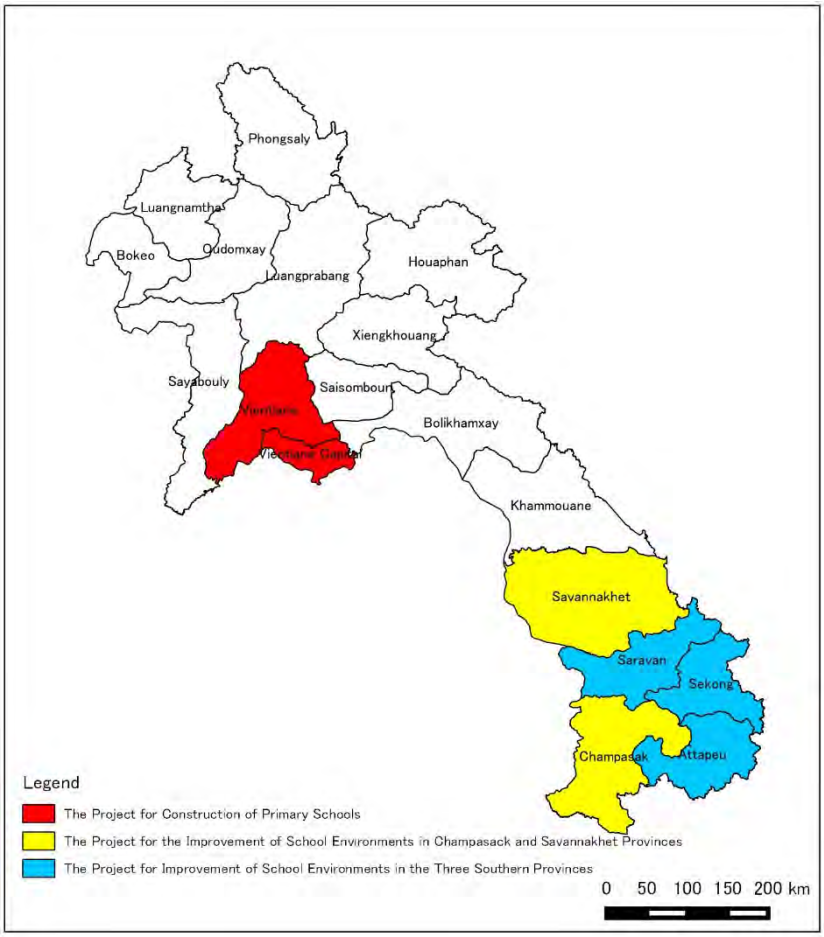
5-5-5 Area Where Past JICA Projects Constructed Primary Schools (Support for continuing education from primary to lower secondary levels.)

The following JICA projects assisted in constructing primary schools in the past. By constructing lower secondary education facilities in the same areas, JICA shall support students' continuing education from primary to lower secondary levels.

- "Primary school construction project (2003-2004)": a total of 334 classrooms for 66 primary schools were constructed in Vientiane Capital and Vientiane. (Indicated in Red)
- "School environment improvement project in three southern provinces (2008)": a total of 266 classrooms for 74 primary schools were constructed in Saravan, Sekong, and Attapue. (Indicated in blue)
- "School environment improvement project in Champasack and Savannakhet provinces (2010)": a total of 261 classrooms were constructed for 61 primary schools in Champasack and Savannakhet provinces. Additionally, a total of 143 classrooms for 30 lower and complete secondary schools were constructed. (Indicated in yellow).

While JICA has a plan to assist in constructing lower and complete secondary schools for 5 southern

provinces, no lower secondary school construction has been considered for Vientiane Capital and Vientiane.



CHAPTER 6

ISSUES TO BE CONSIDERED FOR FUTURE COOPERATION

Chapter 6 ISSUES TO BE CONSIDERED FOR FUTURE COOPERATION

6-1 Issues to be Considered in Planning a Future Project

6-1-1 Procurement Method

In Lao P.D.R, JICA's school construction projects in the past were carried out by 2 schemes: "Grant Aid Scheme," in which a Japanese contractor constructs buildings, and "Grant Aid for Community Empowerment," in which Lao companies contract buildings. The former scheme was applied to one project, while the latter was applied to 3 projects thus far. Now a new type of scheme "Japanese Project Grant (contract with Japanese consultant and local contractors)" is going to be applied to a new school construction project, for which a preparatory study has already taken place as of February 2016.

As for the construction quality of the 3 past projects built by "Grant Aid for Community Empowerment," all projects satisfied a certain level under supervision by a Japanese consultant. Additionally, thus far, no bid failure, significant construction delay, delinquency or lawsuit occurred in the past projects. Therefore, it is deemed appropriate to consider using Lao contractors for projects where appropriate.

6-1-2 Target Area Selection

This study confirms the necessity of lower secondary education facility construction across the 14 provinces surveyed. 3 past projects by Grant Aid for Community Empowerment and 1 upcoming project target central and southern provinces. But, the Lao side expresses their wish for northern areas to be covered, where development partners provide little assistance.

It is necessary to avoid covering wide-spread geographic areas in one Grant Aid project from the viewpoints of implementation efficiency and supervision quality. Rather, when implementing a project, it is appropriate to target one specific province or a few provinces adjacent to each other. Based upon this principle, the study mission team groups 14 provinces into 5 areas. Issues to be considered and characteristics of the areas are described in 6-2.

6-1-3 Selection of Components

Through this survey, classrooms, teachers' rooms, toilet and education furniture are confirmed as absolutely necessary facility/equipment components at lower secondary schools in Lao P.D.R. On the other hand, it is also confirmed that components other than the above may be considered to add value to a school construction project. The study mission team proposes such value-adding components in 6-3.

6-1-4 Selection of Schools

In the past projects, MOES only selected target provinces, and selection of school sites was left to the provinces (i.e. PESS). Consequently, MOES submitted a Grant Aid request without scrutinizing the actual necessity and selection criteria of the listed schools. It occurred partly because MOES did not communicate appropriate selection criteria to PESS, and partly because PESS short-listed school sites based upon their own criteria. Thus, many short-listed sites turned out to be inappropriate for the projects to cover. In each past project, the Japanese side communicated to PESS the need to change the short-lists before the site survey. In future projects, it is desirable for MOES and PESS to communicate well with each other to short-list school sites.

6-1-5 Setting Size of a Project School

As discussed earlier, in some areas, the increasing rate of lower secondary enrollment has already peaked, though it is expected to rise nationwide for the time being. Thus, it is necessary to plan an appropriate project school size to respond to the need, but not oversupply classrooms in the future.

Concerning this point, Houaphang PESS proposes to set a classroom-student ratio at 40-45, which is a little over the ideal value. By doing so, even if enrollment declines in the future, the student-classroom ratio will be kept at 40 or less.

Thus far, school construction projects by Grant Aid have planned classrooms both for lower and upper secondary levels, in order to secure the efficiency of school management, though the principal targets of the projects are the lower secondary level. Since the enrollment at the upper secondary level is expected to rise in the future, it may be necessary to consider planning project school size by taking the enrollment of both lower and upper secondary levels into account.

6-1-6 Project Size

The size of the 3 past projects executed by “Grant Aid for Community Empowerment,” is summarized in the following table. In implementing a future project using Lao contractors under the new scheme, it is important to consider indirect costs, rise of construction cost, cost to execute works in remote areas (such as a mountainous area), and a fluctuation of exchange rates.

Table 35 Project Size of 3 Past Projects

Project Name	Improvement of School Environment in Three Southern Provinces	Improvement of School Environments in Champasack and Savannakhet Provinces	Improving Secondary School Environment in the Three Southern Provinces
Province	3	2	3
No. of schools	74	91	45
No. of classrooms	266	404	235
No. of teachers' rooms	71	67	36
Storage	-	88	37
Toilet	18	30	36
Others	-	2	3
Floor area (sqm)	19,044.10	34,125.12	21,499.20
Project Cost (JPY: 000,000,000)	6.77	10.88	10.82

6-1-7 Implementation Organization of the Lao Side

In the past school construction projects by Grant Aid for Community Empowerment, Department of External Relations (DER) of MOES was the prime contact with the Japanese side. On the other hand, PESS and DESB were involved in the project in several ways. They were actively involved in coordinating with schools at the planning phase, but their roles were reduced to construction monitoring and attending completion inspections at the implementation phase. In every PESS, there are architectural engineers (PUCDA) who take up a role as consultant and client and several PESSs expressed their wish to involve PUCDA in a Japanese project at the implementation phase.

Since decentralization is progressing further, the roles borne by MOES may be transferred to the PESS level in the future. Accordingly, it is important to note the implementation organization of the Lao side in the future.

6-1-8 Undertakings by the Lao Side

In the past school construction projects by Grant Aid for Community Empowerment, undertakings by the Lao side such as land development, clearance of obstacles, infrastructure connections, etc. were borne at provincial, district or communal levels, and not by MOES. Such undertakings were executed properly, though there was a slight delay in the schedule. Easy works such as clearance of obstacles tended to be carried out by the community, though large-scale works, such as land development, are funded at the district or provincial level.

The past 3 projects were executed in southern areas where the land is relatively flat, and the land development works required were relatively easy. However, in the future, provided that a project is executed in the northern mountainous areas, it is expected that the cost of the undertakings by the Lao

side will increase, because a large-scale land development work to flatten sloped land is required. Furthermore, in some sites, construction of retaining walls, which needs high-level techniques, is required to prevent cliffs from collapsing. Therefore, it is deemed particularly important to confirm available budget and techniques of the Lao side in implementing a project in the northern mountainous areas in the future.

6-1-9 Operation and Management System

(1) Teacher Allocation

Secondary teachers are oversupplied in Lao P.D.R, however, the issues of teaching quality and the unbalanced allocation of teachers between urban and rural areas need consideration. When implementing a school construction project, it is crucial to ensure balanced allocation of teachers among the areas, and sufficient number of teachers by subject. On top of this, it is necessary to confirm the possibility of new employment, if additional teachers are required. In particular, if the majority of teachers assigned to newly established schools are volunteer teachers with little experience and are not employed as regular teachers within a few years by the Ministry of Internal Affairs, the likelihood that they will resign tends to rise. Thus, it is important that JICA strongly requests the Government of Laos to allocate in-service regular teachers as much as possible when a new school is established. If volunteer teachers are assigned to the new school, it is necessary for JICA to request that the Government of Laos employ them as regular teachers in the near future.

(2) Facility Maintenance

Currently, schools and communities fund maintenance of school buildings, as the provincial and district budgets are constrained. The major financial resources are SBG and contribution from students. This school budget is not only used for school maintenance but for other operating costs, and accordingly the budget is not sufficient. The study mission team heard that part of students' contribution is collected by PESS and DESB, and thus the team considers that further interviews and research are needed.

In Lao P.D.R, the involvement of community in school management varies among schools/areas, but communities are generally considered important for schools. In a future project, it may be desirable to include a soft component, in order to facilitate further community participation in school management.

6-1-10 Implementation Plan

In the past school construction projects in the southern areas, a number of contractors submitted bidding documents and financial proposals that were under the estimated budgets, and the winners executed the construction work well. Thus, there is no big problem to procure construction companies. In Lao P.D.R, when a sufficiently large-scale construction project calls for bids, construction

companies from across the provinces usually submit bids. In particular, a Japanese Grant aid project is known among the contractors for payments that are regularly made according to the contract, a fact which attracts contractors. Thus, even if there are not a sufficient number of contractors above a certain level in a target area, it is possible to procure good contractors from different areas.

6-1-11 Lessons Learnt from Past Projects

This section discusses lessons learnt from past Japanese and other development partners' school construction projects.

- According to the post project evaluation of "Improvement of Primary School" under the Grant Aid scheme, maintenance of constructed buildings was not executed well, due to limited financial and labor contribution from communities and a lack of reserved funds from the implementing agency. Accordingly, it has been deemed important to raise awareness among the community before construction to bear a financial cost or make a contribution towards building maintenance. (Quoted from the project outline of "the project for improving secondary school environment in the Southern Provinces.")

- In a past school construction project, the construction work was stopped at a site, as ammunition was found in the ground during excavation work. Consequently, the site was relocated to another one. When the project plan was made, it had been reported that there were no explosives in the area, which had never been bombed during the war. However, it turned out that the site had been an army station which hid unused ammunition in the ground. Thus, it is deemed important to confirm the site information not only with the implementation agency and school, but also with several resources which have no stake in the site.

- In school construction projects, there are cases where bedrock is found. In such cases, work requires additional cost and time. It is deemed crucial to discuss the budget with the Lao side to deal with such a contingency.

- In implementing "the Improvement of School Environments in Champasack and Savannakhet Provinces," a series of typhoons hit the area and torrential rain caused severe damage. Consequently, access roads were submerged and some sites were inaccessible for a long period of time and ended up suspending construction. Therefore, it may be effective to plan construction schedules which avoid work during the rainy season for sites which may be flooded.

- As for student dormitories constructed by other development partners, the communities were responsible for part of construction work. Thus, construction was finished without a ceiling and an upper part of a wall to separate boys' and girls' spaces which caused difficulty for users.

Therefore, it is important that project funds cover the construction of the absolutely necessary functions for a building.

- As for student toilets constructed by other development partners, there are cases where toilets were not used, as water supply was not connected by the Lao side, which was responsible for water supply connection. Additionally, in another case, though a shower room was constructed, students wash themselves in the river or using well-water outside, since the school stopped using electric water pumps to save the electricity cost. In another case, a shower room ended up being a playfield for community children, and a door was not installed at the boys' booth to reduce construction cost. If the construction work is incomplete or maintenance is difficult, such plumbing facilities are left unused. Thus, when planning a plumbing facility, it is important for a project to plan a user-friendly maintenance and operation plan.

6-2 Characteristics of Areas

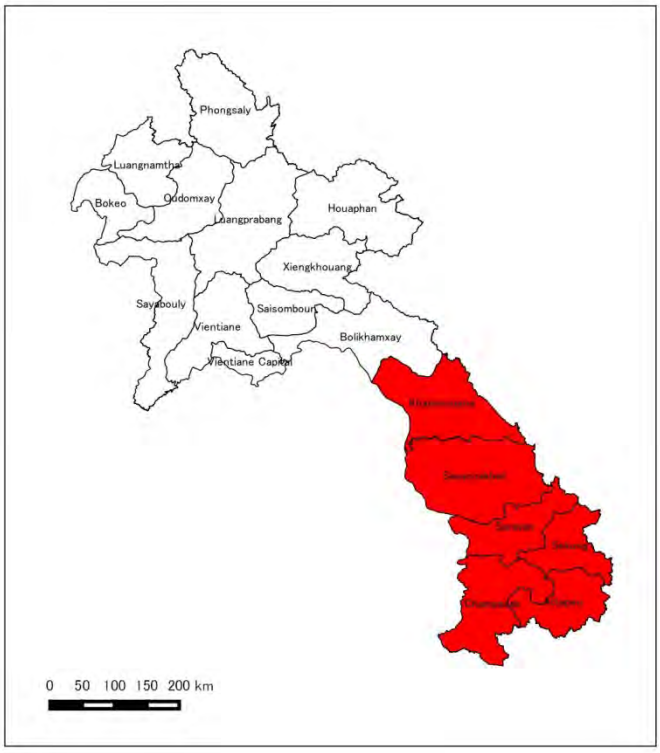
6-2-1 Central and Southern Provinces

(1) Issues

The area is characterized by significantly low GER. There will be an increasing need for additional classrooms assuming that the 9-year education plan prevails.

(2) Target Area (6 provinces)

- Khammouane
- Savannakhet
- Saravan
- Sekong
- Champasack
- Attapue



(3) Characteristics of the Area

- While MOES targets improving the lower-secondary GER to 85% by 2020, the GER of the 6 provinces is lower than 85%. It is expected that lower secondary enrollment will significantly increase in the 6 provinces,

assuming that the 9-year compulsory education plan prevails.

- Japan's Grant Aid has already assisted or plans to assist the area in constructing basic education facilities. Continuing to assist in classroom construction for the area accords with the current Japanese aid policy that has targeted the central and southern provinces.
- Except for Khammouane province, CIED project (Phase 1, 2) has been implemented in the area. In addition, ITSME Project was in place in Khammouane, Champasack and Savannakhet provinces. New school construction projects in the 6 provinces will provide further education opportunities for students benefitted by the Technical Assistance projects.
- By constructing TTC attached schools in Savannakhet, Champasack and Saravan, synergy with other JICA cooperation schemes, such as JOCV, future technical assistance and so on, may be generated.
- In Sekong, Attapue and Saravan, the percentage of temporary classrooms for public lower and complete secondary schools is 29.9%, 24.0%, and 20.3 % respectively, all of which are higher than the national average of 18.1%. In other words, the 3 provinces urgently need permanent-structured classrooms.
- In Sekong, Attapue, and Saravan, the student-classroom ratio of public lower and complete secondary schools is 57.8, 55.5 and 53.8 respectively, which are higher than the national average of 48.9. Thus, the 3 provinces are afflicted with congested classrooms.

(4) Necessity of Additional Facilities

The following table shows the number of necessary classrooms with the assumption that the current GER is at 85%. A total of 1,847 classrooms are necessary to be constructed in the 6 provinces together.

Table 36 No. of Necessary Classrooms

	Province	GER(%)	(1)No. of additional classrooms needed to cover GER85%*	(2)No. of lacking classrooms now	Total No. of classroom necessary when GER at 85% is attained (1)+(2)
1	Vientiane Capital	93.3	-	207	207
2	Phongsaly	68.7	66	49	115
3	Luangnamtha	80.2	20	110	130
4	Oudomxay	84.7	2	300	302
5	Bokeo	78.2	28	38	66
6	Luangprabang	88.6	-	332	332
7	Houaphan	94.9	-	410	410
8	Sayabouly	85.8	-	1	1
9	Xiengkhouang	98.9	-	122	122
10	Vientiane	92.4	-	195	195
11	Bolikhamxay	89.5	-	257	257
12	Khammouane	67.8	157	36	193
13	Savannakhet	62.6	455	149	604
14	Saravan	55.8	251	162	413
15	Sekong	74.7	30	91	121
16	Champasack	62.9	330	32	362
17	Attapue	64.2	73	81	154
18	Saisomboun	101.1	-	106	106
	Total	78.1	1412	2,677	4,089

* Student-classroom ratio at 40 is applied.

(5) Points to be considered

- Further assistance to the area is consistent with JICA's current assistance policy. In addition, the GER of the area is lower than that of the national average. Thus, selecting the area is clearly justifiable.
- The risk when implementing a future project in the area appears low, by using the experience of similar projects in the past in the area.
- On the other hand, a few projects are already in place in the area, thus the impact of a future project in the area is less and a good justification to provide the same type of assistance in the same area may be required.
- A few possible justifications to implement a future project are as follows: 1) the area is too large for the past projects to have addressed all of the need in the area; and, 2) remote areas where the past projects could not target due to inaccessibility now can be covered thanks to the improvement of infrastructure.
- There are many projects and programs by Japan such as infrastructure construction in the area. Thus synergy may be produced by cooperating with other projects.
- In addition, there are many Japanese private companies stationed in the Special Economic Zones

of Savannakhet and Champasack provinces. Thus graduates from JICA assisted lower secondary schools may become a good human resource for said Japanese companies.

- Assuming the facility construction by Grant Aid, it is difficult to cover all 6 provinces in one project, as the area is wide-spread and construction supervision is difficult. Thus, it is appropriate to divide the 6 provinces into a few projects, grouping 2-3 adjacent provinces in each project.
- Savannakhet and Champasack provinces are large both in terms of geographical size and population and there is still room for further cooperation. On the other hand, Sekong and Attapue provinces are small and two primary and lower secondary school construction projects were already implemented, thus there is little room for future cooperation. In the future, it may be required to consider the size of provinces and target only large provinces.
- Although the area lies in the lowland by the Mekong River, where the risk of floods during the rainy season is high, it is possible to reduce the risk by carefully planning the implementation schedule.
- In the mountainous area by the Vietnamese border, there are ethnic minority groups and the overall enrollment rate is not good. However, the access to the area is difficult and thus school construction by Grant Aid is not easy. Thus, selection of districts requires special attention.
- Provided that about 250 classrooms are constructed per project[14], approximately 13.5% of the total classroom needs (against a total number of 1,847 lacking classrooms) in the area is fulfilled in a project.

6-2-2 Northern provinces

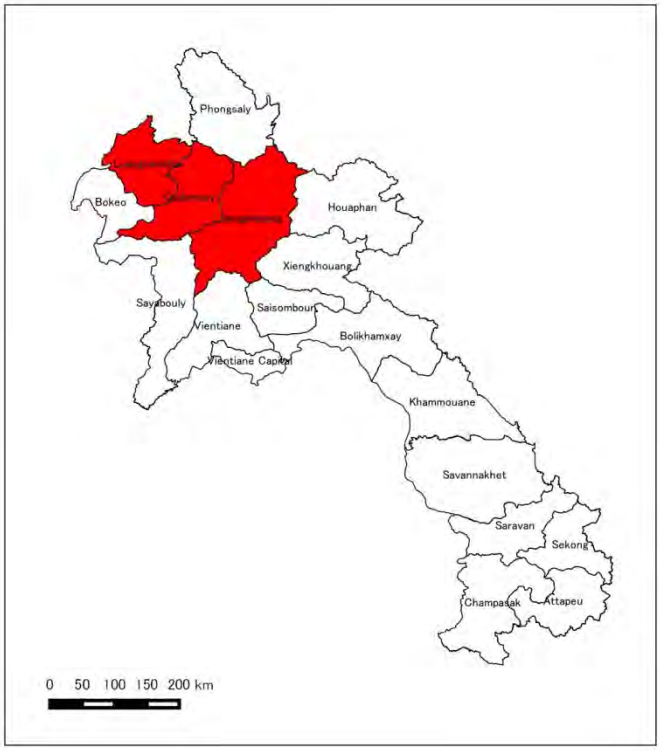
(1) Issues

The area is characterized by high student-classroom ratio. There is a need to improve the learning environment and address a lack of classrooms.

[14] From the past project size, approximately 250 classrooms are covered by a project.

(2) Target Area (3 provinces)

- Luangnamtha
- Oudomxay
- Luangprabang



(3) Characteristics of the Area

- MOES targets improving the lower-secondary GER to 85% by 2020 and the GER of Luangprabang is already at 88.6%, followed by that of Oudomxay at 84.7% and that of Luangnamtha at 80.2%, which are nearing the objective. However, assuming that 9-year education becomes universal in the region, enrollment is still expected to increase.
- The student-classroom ratio of public lower and complete schools in Oudomxay, Luangprabang, and Luangnamtha is 59.8, 55.1 and 55.2 respectively, all of which are beyond the national average of 48.9. Overall, the 3 provinces are afflicted with congested classrooms.
- The percentage of temporary classrooms in public lower and complete schools in Oudomxay Province is 31.7%, which is the second highest value across the country (the national average is at 18.1%). Thus, the province urgently needs to construct permanent-structured classrooms.
- Luangprabang has only 1 lower or complete secondary school available for every 6 complete primary schools. This ratio is the worst in the country. (MOES's past target value was 1 lower or complete secondary school for every 4 complete primary schools.)
- By constructing TTC attached schools or TTC cooperative schools in Luangnamtha and Luangprabang, synergy with other JICA cooperation schemes, such as JOCV, future technical assistance, and so on, may be generated.

(4) Necessity of Additional Facilities

The number of necessary classrooms for the 3 provinces is 742.

Table 37 No. of Lacking Classrooms

Province		Student-classroom* ratio	Percentage of temporary classrooms	No. of lacking classrooms**
1	Vientiane Capital	46.8	10.6%	207
2	Phongsaly	46.2	21.8%	49
3	Luangnamtha	52.2	21.1%	110
4	Oudomxay	59.8	31.7%	300
5	Bokeo	43.9	24.5%	38
6	Luangprabang	55.1	12.4%	332
7	Houaphan	68.3	38.0%	410
8	Sayabouly	40.1	15.8%	1
9	Xiengkhouang	47.3	21.5%	122
10	Vientiane	47.8	11.6%	195
11	Bolikhamxay	60.6	19.1%	257
12	Khammouane	41.9	10.9%	36
13	Savannakhet	43.9	11.6%	149
14	Saravan	53.8	20.3%	162
15	Sekong	57.8	29.9%	91
16	Champasack	41.0	14.4%	32
17	Attapue	55.5	24.0%	81
18	Saisomboun	62.0	27.4%	106
Total		48.9	18.1%	2,677

*Temporary classrooms are not counted and the column shows the ratio of students over permanent and semi-permanent classrooms.
** 40students per classroom is applied.

(5) Points to be considered

- The area thus far received limited assistance from development partners, and therefore MOES has a strong interest in JICA's future possible cooperation in the area.
- Though overlapping assistance with China had been assumed due to the area's geographical proximity to China, it turned out that student and teacher exchange programs with China are in place but almost no infrastructure assistance from China is implemented. Therefore, the impact of school construction assistance in the area is expected to be big.
- In addition to Luangprabang, a well-known tourist attraction, Luangnamtha and Oudomxay are becoming more and more popular among tourists. In addition, Luangnamtha, which has a Special Economic Zone, is recently known as an area of notable economic growth.
- Each provincial capital has an airport and can be accessed directly from Vientiane. In addition, the provinces are connected by national roads and can be accessed from one another, though some areas are mountainous. However, it should be noted that some districts are difficult to access during the rainy season.

- It is possible to cover the 3 provinces in one project from the viewpoint of construction supervision, assuming a Grant Aid is provided.
- Though the area is located in the northern mountainous area, the likelihood of natural disasters that prevent a project from being implemented is low except for limited areas to which access is difficult during the rainy season.
- Provided that about 250 classrooms are constructed per project, approximately 30 % of the total classroom needs (against a total number of 742 lacking classrooms) in the area is fulfilled in a project.

6-2-3 Northeastern Provinces

(1) Issues

Houaphang province is characterized by the urgent necessity to construct permanent-structured classrooms and having a high student-classroom ratio. The province needs to improve the learning environment and to address the lack of classrooms.

(2) Target area (1 province)

- Houaphang

(3) Characteristics of the Area

- Houaphang features a lower-secondary GER at 94.9%, the 3rd highest across the nation, where the national average is at 78.1%.
- While it features a high GER, the percentage of temporary classrooms in public lower and complete schools is at 38.0%, the highest in the nation (the national average is at 18.1%) and thus the urgency to construct permanent-structured classrooms is utmost.
- The student-classroom ratio of public lower and complete schools in Houaphang is 68.3, the highest value across the nation (the national average is at 48.9). Thus, the classroom congestion is highest in the country.

(4) Necessity of additional facilities

The number of necessary classrooms in Houaphang is 410.

Table 38 No of Lacking Classrooms

Province		Student-classroom* ratio	Percentage of temporary classrooms	No. of lacking classrooms**
1	Vientiane Capital	46.8	10.6%	207
2	Phongsaly	46.2	21.8%	49
3	Luangnamtha	52.2	21.1%	110
4	Oudomxay	59.8	31.7%	300
5	Bokeo	43.9	24.5%	38
6	Luangprabang	55.1	12.4%	332
7	Houaphan	68.3	38.0%	410
8	Sayabouly	40.1	15.8%	1
9	Xiengkhouang	47.3	21.5%	122
10	Vientiane	47.8	11.6%	195
11	Bolikhamxay	60.6	19.1%	257
12	Khammouane	41.9	10.9%	36
13	Savannakhet	43.9	11.6%	149
14	Saravan	53.8	20.3%	162
15	Sekong	57.8	29.9%	91
16	Champasack	41.0	14.4%	32
17	Attapue	55.5	24.0%	81
18	Saisomboun	62.0	27.4%	106
Total		48.9	18.1%	2,677

*Temporary classrooms are not counted and the column shows the ratio of students over permanent and semi-permanent classrooms.

** 40students per classroom is applied.

(5) Points to be considered

- Houaphan province is politically significant in Lao P.D.R, as the revolutionary regime was based there and the first party congress was held there. A cherry tree planting ceremony took place in the province to mark 60 years of diplomatic relations between Japan and Lao P.D.R. However, except for a few projects by GGP, no large-scale assistance has been provided by Japan.
- The necessity to construct school facilities is larger than other provinces and thus it is deemed appropriate to provide school construction assistance in the province.
- Although no notable assistance has been made so far, no significant problem is anticipated in executing a project in the province.

- Provided that about 250 classrooms are constructed per project, approximately 60 % of the total classroom needs (against a total number of 410 lacking classrooms) in the area is fulfilled in a project. Thus, the impact of executing a project in the province is sufficiently big.

(6) Others

During local study I, it turned out that the need to construct school facilities is high. Considering that no large scale assistance has been provided in the area, the study mission team carried out an additional survey in local study II in the province.

The organization of PESS and school management are the same as those of other provinces.

As for access, there is an airport in Sam Neua, the provincial capital, but its runway is short and its use is limited to regular service by small airplanes. JICA bans Japanese staff/consultants to fly to Houaphang from the viewpoint of safety. Therefore, in order to travel to Houaphang from Vientiane Capital, one has to fly to the Phonsavan airport (about 30 min), and ride to Sam Neua by car on National Road 1C and 6 (about 250km, 6-7 hours). The road between Phnosavan and Sam Neua is paved and there is no significant problem in transportation including carrying construction materials and equipment, though the road features many curves and often gets foggy.

Additionally, main routes leading to district capitals are now being renovated and all district capitals but Kong are accessible throughout the year. (Kong is inaccessible during the rainy season.) At Local study II, the study mission team could carry out surveys in 5 districts, all except for Sam Neua, the capital district.

The number of construction companies is small, however in general, for development partner-funded projects, companies from different provinces including Vientiane Capital bid in, and thus no significant difficulties are anticipated in procuring construction companies. This is also the case with procuring furniture suppliers.

Regarding construction equipment/materials, besides aggregates procured within the province and others from different provinces such as Vientiane Capital, some materials such as cement are directly imported from Vietnam. Although it takes some time to transport construction equipment/materials, no significant problem in procurement is reported. The construction cost tends to be higher than that in areas such as Vientiane Capital, by about 10%, because of the transportation cost.

As the province features small and sloped lots requiring a certain level of land development because of its mountainous topography, special consideration is required when selecting sites. Although it has

been reported that no unique natural disaster occurs, landslides occur on newly constructed roads and/or newly developed land. Thus, construction requires careful planning.

To summarize, though there are several concerns from its mountainous topography, there is no significant problem in executing a project in the province.

6-2-4 Capital and its Surrounding Province

(1) Issues

In the capital and its surrounding province, JICA assisted in primary school construction in the past. It is necessary to facilitate continuing education from primary to lower secondary levels in the area.

(2) Target areas (2 provinces)

- Vientiane Capital
- Vientiane

(3) Characteristics of the Area

- Japan's Grand Aid project "Primary school construction project (Phase 1 and 2)" constructed a total of 334 classrooms for 66 primary schools. By assisting construction of lower secondary schools in the area, it is possible to facilitate continuing education from primary to secondary levels in the area.
- MOES targets improving the lower secondary GER to 85% by 2020. Both Vientiane Capital and Vientiane have attained the target, marking the lower secondary GER at 93.3% and 92.4% respectively.
- Despite the economic development of Vientiane Capital and Vientiane, the learning environment is no different from that of many rural areas, except for the center of Vientiane Capital.
- The percentage of temporary classrooms in public lower and complete secondary schools is 10.6% and 11.6% in Vientiane Capital and Vientiane respectively, both of which are lower than the national average of 18.1%.
- The student-classroom ratio of public lower and complete secondary schools is 46.8 and 47.8 in

Vientiane Capital and Vientiane respectively, both of which are slightly lower than the national average of 48.9. However, both values are higher than the target student-classroom ratio of the past project, which was set at 40.

- By constructing TTC attached schools and cooperative schools, synergy with other JICA cooperation schemes, such as JOCV, future technical assistance, and so on, may be generated.

(4) Necessity of additional facilities

The number of necessary classrooms in 2 provinces is 402.

Table 39 Student-classroom Ratio and No. of Lacking Classrooms

Province		Student-classroom* ratio	Percentage of temporary classrooms	No. of lacking classrooms**
1	Vientiane Capital	46.8	10.6%	207
2	Phongsaly	46.2	21.8%	49
3	Luangnamtha	52.2	21.1%	110
4	Oudomxay	59.8	31.7%	300
5	Bokeo	43.9	24.5%	38
6	Luangprabang	55.1	12.4%	332
7	Houaphan	68.3	38.0%	410
8	Sayabouly	40.1	15.8%	1
9	Xiengkhouang	47.3	21.5%	122
10	Vientiane	47.8	11.6%	195
11	Bolikhamxay	60.6	19.1%	257
12	Khammouane	41.9	10.9%	36
13	Savannakhet	43.9	11.6%	149
14	Saravan	53.8	20.3%	162
15	Sekong	57.8	29.9%	91
16	Champasack	41.0	14.4%	32
17	Attapue	55.5	24.0%	81
18	Saisomboun	62.0	27.4%	106
Total		48.9	18.1%	2,677

*Temporary classrooms are not counted and the column shows the ratio of students over permanent and semi-permanent classrooms.

** 40students per classroom is applied.

(5) Issues to be considered

- The area is located in the capital and its outskirts, but the gap in educational level between the capital center and outskirts is significant. In the center of the capital, there are many private

schools and no assistance seems required, but access in the outskirts is not good and there is need for school construction.

- Project management is easy, as the supervision office can be located in Vientiane. In addition, it is easy to procure construction companies and equipment/construction materials.
- Provided that about 250 classrooms are constructed per project, approximately 60 % of the total classroom needs (against a total number of 402 lacking classrooms) in the area is fulfilled in a project. Thus, the impact of executing a project in the province is sufficiently big.

6-2-5 Central Provinces

(1) Issues

The area is characterized by high lower secondary GER. The area urgently needs to construct permanent-structured classrooms, improve the learning environment, and address the lack of facilities.

(2) Target Areas (2 Provinces)

- Xiengkhouang
- Bolikhamxay

(3) Characteristics of the Area

- MOES targets improving the lower secondary GER to 85% by 2020. Xiengkhouang marks 98.9%, the second highest GER of the nation and Bolikhamxay stands at 89.5%, both of which already surpass the national target.
- Though the lower secondary GER is high, both provinces feature a high percentage of temporary classrooms at 21.5% and 19.1% in Xiengkhouang and Bolikhamxay respectively, both of which are beyond the national average of 18.1%.

- The student-classroom ratio of public lower and complete schools in Xiengkhouang is at 47.3, slightly lower than the national average of 48.9, while the ratio in Bolikhamxay is 60.6, way beyond the national average.

(4) Necessity of additional facilities

The number of necessary classrooms in both provinces is 379.

Table 40 Percentage of Temporary Classrooms and No. of Lacking Classrooms

Province		Student-classroom* ratio	Percentage of temporary classrooms	No. of lacking classrooms**
1	Vientiane Capital	46.8	10.6%	207
2	Phongsaly	46.2	21.8%	49
3	Luangnamtha	52.2	21.1%	110
4	Oudomxay	59.8	31.7%	300
5	Bokeo	43.9	24.5%	38
6	Luangprabang	55.1	12.4%	332
7	Houaphan	68.3	38.0%	410
8	Sayabouly	40.1	15.8%	1
9	Xiengkhouang	47.3	21.5%	122
10	Vientiane	47.8	11.6%	195
11	Bolikhamxay	60.6	19.1%	257
12	Khammouane	41.9	10.9%	36
13	Savannakhet	43.9	11.6%	149
14	Saravan	53.8	20.3%	162
15	Sekong	57.8	29.9%	91
16	Champasack	41.0	14.4%	32
17	Attapue	55.5	24.0%	81
18	Saisomboun	62.0	27.4%	106
Total		48.9	18.1%	2,677

*Temporary classrooms are not counted and the column shows the ratio of students over permanent and semi-permanent classrooms.

** 40students per classroom is applied.

(5) Points to be considered

- The Plain of Jars in Xiengkhouang is drawing attention as a new tourist attraction and development of the area is expected. In fact, the number of foreign visitors is increasing. Many school construction projects by Japanese private companies and NGOs have been implemented.
- Recently, it is reported that emigration from Xiengkhouang and Bolikhamxay is increasing. Thus, it is necessary to take this point into account when implementing a project.
- From Vientiane Capital, Xiengkhouang is accessible by plane, and Bolikhamxay is accessible by road. Xiengkhouang and Bolikhamxay are accessible to each other by road. It should be noted that travelling in part of Xiengkhouang and Saisomboun provinces (on the way to Bolikhamxay)

requires Japanese staff get approval from JICA. But it is not a problem for Lao companies to execute construction and procure materials.

- Provided that about 250 classrooms are constructed per project, approximately two-thirds of the total classroom needs (against a total number of 379 lacking classrooms) in the area is fulfilled in a project. Thus, the impact of executing a project in the province is sufficiently big.

6-3 Additional Components to Generate Synergy Effects

As discussed previously, this survey confirmed that the absolutely necessary facility components for a lower secondary school are classrooms, teachers' rooms, and toilets and education furniture. On the other hand, this survey also confirmed that components other than the above facilities need to be considered to add more value to a project. This section proposes such value-adding components.

6-3-1 Facilities Other Than Classrooms

Besides indispensable school components such as classrooms, teachers' rooms and toilets, the following components may be considered for JICA's future assistance.

(1) Student dormitory

A student dormitory may facilitate the enrollment of students from rural areas and may improve the living environments for dormitory students. Thus, for secondary education in Lao P.D.R, the necessity and importance is high, particularly in remote areas. On top of this, there are students who reside in student dormitories, the living environment of which is not necessarily good. By constructing a student dormitory, the living environment for such a student may improve.

From the dormitory construction experiences of SESDEP (by ADB) and "the Project for Improving Secondary School Environment in the Southern Provinces," (by JICA), the following issues need to be considered when planning a student dormitory.

i) Difference of needs among the provinces

During the local study, the study mission team found that many schools in the northern provinces are equipped with student dormitories. Some of these dormitories were built by student themselves with assistance from their families. On the other hand, in the southern provinces, not many schools have student dormitories, and thus the provision of student dormitories differs from area to area. Therefore, it appears crucial to grasp the needs province by province.

ii) Target and size

Generally, more upper secondary students reside in a dormitory than lower secondary students at complete secondary schools. This is because the commuting distance for upper secondary students is

bigger than that of lower secondary students, and therefore, the need for a dormitory is higher among the former than the latter.

The need of dormitory size varies from site to site. In some sites only a few students need a dormitory, while more than 100 students need it in other sites. Thus, it is important to confirm the number of students who need to reside in a dormitory in order to plan an appropriate-sized dormitory.

iii) Operation and management

Collection of dormitory fee, provision of meals, and dormitory regulations matter a lot for students to decide whether or not they opt to live in the dormitory. Without an appropriate management such as management fee, staff, and repairs, the dormitory may not function well. Thus, it is important to carefully plan and check the organization of operation and management for each project school.

iv) Gender

The study mission team heard from MOES officials that it is necessary to construct buildings separately for boys and girls and it is desirable to keep a distance between boys' and girls' dormitories as much as possible. This is the case with toilet and shower rooms.

Although MOES has put together a policy on student dormitories and a management guideline with assistance from ADB, no statistical information on dormitories, such as the number of student residents, has been collected, which may be an issue to be considered when planning student dormitories in the future.

(2) Science lab

Construction of science labs may promote science education. In general, complete secondary schools are more likely to have a science lab than lower secondary schools.

BESDP by ADB built science labs for lower secondary schools, and its succeeding project SESDP built them for complete secondary schools. At the time of preparatory survey for "school environment improvement project in Champasack and Savannakhet provinces," MOES strongly requested JICA to plan science labs. Accordingly, the project built 2 science labs per province. But a succeeding project, "lower school environment improvement project in southern regions," did not plan any science labs, because there were not enough teachers who know how to use the lab equipment, nor was there a standard equipment list. Considering this situation, science labs may be planned only for a few model schools.

(3) Multi-purpose room

Construction of a library may facilitate students to read books. In some cases, multi-purpose rooms equipped with library books and a reference system are observed. BESDP and SESDP by ADB did not build a library, but built a multi-purpose room where the use of internet or computers was assumed. On the other hand, past school construction projects by JICA built a room which serves as a library and storage.

(4) ICT room

According to interviews, the necessity of an ICT room is increasing, as equipping students with computer skill has become more and more important. Furthermore, 2.5% of public lower secondary schools and about 20% of public complete secondary schools are now equipped with an ICT room.

(5) Teachers' Residence

Building teachers' residence may be an incentive for teachers to work in rural areas where the shortage of teachers is serious.

(6) Sport Field

For a school construction project by JICA in an African country, a football goal was included as a component to promote sport activities. Thus, a sport field or sport equipment such as a volleyball court may be considered as an additional component.

6-3-2 Facilitating Inclusive Education

(1) Universal Design

In order to facilitate schooling for handicapped children, adopting universal design should be considered. During the field visit, several schools were found where physically handicapped students study. School construction projects by JICA in the past built ramps for classroom buildings and toilets. In addition, installing universal toilets and handrails, and paving pathways in the school compound may be considered for future projects. By doing so, lower secondary schools shall become more barrier-free to facilitate more handicapped children to attend school.

(2) Construction of Ethnic Minority Schools

In Lao P.D.R, there are 25 ethnic minority schools where 10,000 students attend. Assistance in construction of classrooms to such ethnic minority schools will facilitate more ethnic minority students to attend schools. However, from the viewpoint of "inclusive education," it should be considered which of the following is more appropriate: construction of schools "exclusively for minority students" or assistance for minority students to keep up with other students at regular public schools.

6-3-3 Synergy with Other JICA Schemes

JICA implemented SMATT project to strengthen pre-service teachers' training program in the past, is planning to implement a new mathematics learning improvement project for primary education, and dispatches young Japanese volunteers to TTCs. No TTC has an attached secondary school and uses surrounding secondary schools (currently called practicum or demo schools) for its pre-service teachers for practicum training.

Provided that JICA assists in construction of such practicum or demo schools, it may generate synergy with technical assistance projects. Furthermore, by having such a practicum or demo school as a model school, JICA may construct several components such as a science lab, library, and ITC room.

6-3-4 Construction of Roads and Bridges to Schools

In mountainous areas, students encounter hindrance in commuting during the rainy season due to bad road conditions and crossing rivers with no bridge. In principle, JICA's Grand Aid scheme does not provide assistance for such access roads to schools. However, a JICA school construction project in another country plans to construct roads to schools by using a soft-component which aims to mobilize villagers for road repair. In particular, the project will train villagers to make sandbags and to patch roads by themselves. The villagers are thus expected to be able to restore roads by themselves.

In Lao P.D.R, a similar activity may be included in a school construction project to provide children with better access to school.

Appendix

Appendix 1. Field Survey Schedule

Local Study I

Appendix1-1 :Field Survey Schedule

			JICA Official 1	JICA Official 2	Chief Consultant/Facility Planning	Architectural Design	Construction Planning/Procurement/Equipment Planning	Deputy Chief Consultant/ Educational Planning
			Kazuma INOUE	Aoba NIKI	Akira SUGIURA	Hiroyuki YOSHIZAWA	Tomomi NISHIYAMA	Kenichi TSUNODA
			6 days	7 days	39 days	22 days	31 days	39 days
1	Sun	18/10/2015	→20:45 Vientiane		12:00 Narita→20:45 Vientiane			12:00 Narita→20:45 Vientiane
2	Mon	19/10/2015	Confirmation with JICA Laos Office, Courtesy Call to DER/MOES, DSE/MOES, and SESDP Office					Following Chief Consultant/ Facility Planning
3	Tue	20/10/2015	Courtesy Call to DOF/MOES and DTE/MOES, Questions and discussion with PESS Vientiane Capital			12:00 Narita→20:45 Vientiane	12:00 Narita→20:45 Vientiane	Ditto
4	Wed	21/10/2015	Courtesy Call to DP/MOES, Site visit and interviewing TTC Dong Kham Xang (VTE Cap.), Site visit and study on VIC-1			Site visit and interviewing TTC Dong Kham Xang (VTE Cap.), Site visit and study on VIC-1		Ditto
5	Thu	22/10/2015	Vientiane→Luangprabang by air Questions and discussion with PESS Luangprabang Interviewing TTC Luangprabang	Vientiane→Pakse by air Questions and discussion with PESS Champasak	Same as JICA Official I	Same as JICA Official 2	Site Visit and Study on VIC-2,VIC-3,VIC-4	Same as JICA Official 2
6	Fri	23/10/2015	Site visit and study on LUP-1 Luangprabang→Bangkok	Interviewing TTC Salavanh Questions and discussion on PESS Salavanh	Site visit and study on LUP-1, LUP-2, LUP-3	Site visit and study onCHA-1, CHA-2 & CHA-3	Vientiane→Luangprabang by air Site visit and study on LUP-2, LUP-3	Same as JICA Official 2
7	Sat	24/10/2015		Site visit and study on LUN-4 Champasack→VTE→BKK	Site visit and study on LUP-4, LUP-5, LUP-6	Site visit and study on LUP-4, LUP-5, LUP-6	Site visit and study on LUP-4, LUP-5, LUP-6	Same as JICA Architectural Design
8	Sun	25/10/2015			Luandprabang→Oudomxay by road	Data Analysis	Data Analysis	Data Analysis
9	Mon	26/10/2015			Questions and discussion with PESS Oudomxay Site visit and study on OUD-1	Site visit and study onCHA-7, CHA-8 & CHA-9	Site visit and study on LUP-7, LUP-8	Questions and discussion with PESS Salavanh, Site visit and study on SAL-8, Questions and discussion with PESSChampasack, site visit and study on Pakse Non-formal Education Center (NFEC)
10	Tue	27/10/2015			Site visit and study on OUD-2,OUD-3,OUD-4	Data Analysis	Site visit and study on LUP-9, LUP-10	Data Analysis
11	Wed	28/10/2015			Oudomxay→Luangnamtha by road Questions and discussion with PESS Luangnamtha	Champasack→Attapeu by road	Luangprabang→Vientiane by air	Pakse→Vientiane by air
12	Thu	29/10/2015			Site visit and study on LUN-1, LUN-2, LUN-3	Questions and discussion with PESS Attapeu Site visit and study on ATT-1, ATT-2	Questions and discussion with PESS Vientiane Province, Site visit and study on VIP-1, including a building by EOJ GR Grant Assistance and its branch school	Following Construction Planning/Procurement/Equipment
13	Fri	30/10/2015			Site visit and study on LUN-4,LUN-5	Site visit and study on ATT-3, ATT-4, ATT-5	Site visit and study on VIP-2, VIP-3	Interviewing TTC Bankeun (VTE Prov.), site visit and study on VIP-4
14	Sat	31/10/2015			Site visit and study on LUN-6, LUN-7 including a building by EOJ GR Grant Assistance	Site visit and study on ATT-6, ATT-7 Attapeu→Pakse by road	Site visit and study on VIP-5 Vientiane→Xiengkhuang by air	Following Construction Planning/Procurement/Equipment
15	Sun	01/11/2015			Luangnamtha→Oudomxay by road	Data Analysis	Xiengkhuang→Huaphanh by road	Xiengkhuang→Huaphanh by road
16	Mon	02/11/2015			Site visit and study on OUD-5, OUD-6, OUD-7	Pakse→Sekong by road Questions and discussion with PESS Sekong, Site visit and study on SEK-1	Questions and discussion with PESS Houaphanh, Site visit and study on HUA-1	Questions and discussion with PESS Houaphanh, Site visit and study on HUA-2, HUA-3
17	Tue	03/11/2015			Oudomxay→Vientiane by air	Site visit and study on SEK-2, SEK-3, SEK-4	Site visit and study on HUA-4, HUA-5	Huaphanh→Xiengkhuang by road
18	Wed	04/11/2015			Vientiane→Khammuane by road	Site visit and study on SEK-5, SEK-6 Sekong→Salavanh by road	Site vist and study on HUA-6, HUA-7, HUA-8	Questions and discussion with PESS Xiengkhuang Site visit and study on XIA-1, XIA-2
19	Thu	05/11/2015			Questions and discussion with PESS Khammuane Site visit and study on KHA-1, KHA-2	Questions and discussion with PESS Slavanh Site visit and study on SAL-1, SAL-2	Site visit and study on HUA-9 Huaphanh→Xiengkhuang by road	Interviewing TTC Khangkhai (XKN) Xiengkhuang→Vientiane by air (QV 402 16:00 - 16:30)
20	Fri	06/11/2015			Site visit and study on KHA-3, KHA-4, KHA-5	Site visit and study on SAL-3, SAL-4, SAL-5	Site visit and study on XIA-3, XIA-4	Vientiane→Luangprabang by air Interviewing TTC Luangprabang, Questions and discussion with PESS Luangprabang, site visit and study on LUP-11, LUP-12
21	Sat	07/11/2015			Site visit and study on KHA-6, KHA-7	Site visit and study on SAL-6, SAL-7 Slavanh→Pakse by road	Site visit and study on XIA-5, XIA-6, XIA-7	Site visit and study on LUP-13, LUP-14
22	Sun	08/11/2015			Khammuane→Vientiane by road	Pakse→Vientiane by air (QV 512:12:00-13:15)	Xiengkhuang→Vientiane by air (QV402:16:00-16:30)	Luangprabang→Vientiane by air (QV102:13:05-13:50)
23	Mon	09/11/2015			Internal discussion	Internal discussion, Vientiane→BKK	Internal discussion	Internal discussion
24	Tue	10/11/2015			Vientiane→Bolikhamxay by road Questions and discussion with PESSBolikhamxay, →Savannakhet by road	→Arrival at Narita	Vientiane→Bolikhamxay by road Questions and discussion with PESSBolikhamxay, site visit and study on BOL-1	Vientiane→Luangnamtha by air (QV601:14:30-15:25)
25	Wed	11/11/2015			Questions and discussion with PESSSavannakhet Interviewing TTC Savannakhet		Site visit and study on BOL-2, BOL-3, BOL-4	Questions and discussion with PESS Luangnamtha Site visit and study on LUN-8, LUN-9
26	Thu	12/11/2015			Site visit and study on SAV-1, SAV-2, SAV-3		Site visit and study on BOL-5, BOL-6, BOL-7	Interviewing TTC Luangnamtha Luangnamtha→Oudomxay by road
27	Fri	13/11/2015			Site visit and study on SAV-4, SAV-5, SAV-6		Bolikhamxay→Vientiane by road	Interviewing PESS Oudomxay Oudomxay→Vientiane by air
28	Sat	14/11/2015			Site visit and study on SAV-7, SAV-8 Savannakhet→Pakse by road		Data Analysis	Data Analysis
29	Sun	15/11/2015			Data Analysis		Data Analysis	Data Analysis
30	Mon	16/11/2015			Interviewing TTC&PESS Champasack Pakse→Vientiane by air, Report to JICA Laos Office		Site visit and study on VIP-6, VIP-7	Data collection at MOES, Interviewing other development partners, Report to JICA Laos Office
31	Tue	17/11/2015			Architectural planning study/data collection at MOES		Site visit and study on VIC-5, VIC-6, VIC-7	Data collection at MOES, Interviewing other development partners
32	Wed	18/11/2015			Ditto		Internal discussion, Vientiane→BKK	Ditto
33	Thu	19/11/2015			Ditto, visiting ECDM/DOF/MOES		→Arraival at Narita	Following Chief Consultant/ Facility Planning
34	Fri	20/11/2015			Courtesy call to EOJ, Interviewing IEC			Ditto
35	Sat	21/11/2015			Drafting lacal study report			Drafting local study report
36	Sun	22/11/2015			Data Analysis			Data Analysis
37	Mon	23/11/2015			Visiting EMIS Center/DP/MOES Report to JICA Laos Office			Following Chief Consultant/ Facility Planning
38	Tue	24/11/2015			Architectural planning study/data collection at MOES, Vientiane→BKK			Interviewing Australian Embassy, Vientiane→BKK
39	Wed	25/11/2015			→Arrival at Narita			→Arrival at Narita

Local Study II

Appendix 1-2

			JICA Official 1	JICA Official 2	Chief Consultant/Facility Planning	Deputy Chief Consultant/ Educational Planning	Architectural Design 2
			Kazuma INOUE	Aoba NIKI	Akira SUGIURA	Kenichi TSUNODA	Kaoru MATSUMIYA
			4 days	7 days	7 days	7 days	7 days
1	Sun	17/01/2016	10:45 Haneda→20:45 Vientiane (via BKK)				→Narita 20:45 Vientiane (via BKK)
2	Mon	18/01/2016	Confirmation with JICA Laos Office, Courtesy Call to DER/MOES, and discussion with SESDP Office				
3	Tue	19/01/2016	Discussion with DTE/MOES Courtesy call to EOJ	Discussion with DTE/MOES Discussion with DP/MOES Vientiane→Xiengkhuang by air	Discussion with DTE/MOES Courtesy call to EOJ Vientiane→Xiengkhuang by air	Discussion with DTE/MOES Discussion with DP/MOES Discussion with DSE/MOES	Following Chief Consultant/Facility Planning
4	Wed	20/01/2016		Xiengkhuang→Huaphanh by road Interviewing PESS Huaphanh, visiting construction firms		Discussion with ADB Laos Resident Office, Data collection at PESS Vientiane Province	Ditto
5	Thu	21/01/2016		Visiting Mongpua LSS, Beng LSS, and interviewing PESS Huaphanh Officials		Data collection at PESS Bolikhamxay	Ditto
6	Fri	22/01/2016		Huaphanh→Xiengkhuang by road, Interviewing PESSXiengkhuang Xiengkhuang→Vientiane by air, Report to JICA Laos Office		Discussion with IEC, Discussion with ESQAC, Discussion with EMIS Center, Report to JICA Laos Office	Ditto
7	Sat	23/01/2016		11:35 Vientiane→22:30 Haneda (via BKK)			Vientiane→BKK

Appendix 2. List of Concerned Parties

Ministry of Education and Sports（MOES） of Lao P.D.R.

Department of Planning (DP)			
	Dr. Bounpanh XAYMOUNTRY	Director General	
	Mr. Sithong SIKHAO	Director of Planning Division	
	Mr. Khampaseuth THAMMAVONG	Technical Staff	
EMIS Center			
	Mr. Somkhanh DIDARAVONG	Deputy Director General of DP & Director of EMIS Center	
	Ms. Manola MATMAISONE	Director of EMIS Division	
	Mr. Sanchorn SINGPHONESEING	Deputy Director of EMIS Division	
	Ms. Phanthanome DIDARAVONG	Technical Staff	
Department of Finance (DOF)			
	Mr. Sisana BOUPHA	Director General	
Department of Secondary Education (DSE)			
	Ms. KeomanivanhPhimmalasay	Deputy Director General	
	Mr. Santi Vongphophothong	Deputy Leader of SESDP	
	Mr. Chaleunsouk Sisouvong	Technical Staff	
	Ms. Pouang SOUK		
Department of Teacher Training/Education (DTT/DTE)			
	Mr. Keth PHANHLACK	Deputy Director General	PRESET
Department of External Relations (DER)			
	Ms. Chanthavone PHANDAMNONG	Director General	
	Ms. Vathanavanh SAYASANE (Ms. Ee)		
Inclusive Education Center (IEC)			
	Ms. Somthavinh Nanthavong	Deputy Director	
	Ms. Dava Khiemthammakhoune	Deputy Director	
	Ms. Monhseng SOINXAY	Deputy Head of Division	Special Education Division
	Mr. Somphong DITSAYAVONG	Division Head	Adiministrative Division
Education Standard and Quality Assurance Center (ESQAC)			
	Mr. Vanhsay NORASENG	Director	
	Mr. Panya CHANTHAVONG	Deputy Director	
	Mr. Sisakda BOUCOM	Technical Staff	

Provincial Education and Sports Services（PESS）

PESS Vientiane Capital			
	Mr. Xomphou KEOPANYA	Director	
	Mr. Phouthone SENGDAVONG	Deputy Director	
	Mr. Sengalouth VONGPHOUTHONE	Division Head	Planning, Statistics and Cooperation Division
PESS Vientiane Province			
	Mr. Yongser LYNHIAVUE	Deputy Director	
	Mr. Anousack VISANDON		Planning and Statistics Division
PESS Khammuane			
	Mr. SyHai Keokhaithinh	Director	
	Mr. Outtama Channniyavong	Division Head	Secondary Education Division

	Mr. Sabai Thammachack	Technical Staff	Secondary Education Diision
PESS Savannakhet			
	Mr. Vinay Soukhalath	Deputy Director	
	Mr. Vinitsay Thongteum	Deputy Head of Division	Secondary Education Division
	Mr. Kito Phommakaysone	Technical Staff	Secondary Educatio Division
	Mr. Sone Southivong	Division Head	PUCDA
	Mr. Kongkeo Xaychamphone		PUCDA
PESS Bolikhamxay			
	Mr. Ouphany Oudom	Deputy Director	
	Mr. Khamphay Chanthavong	Deputy Head of Division	Secondary Education Division
	Mr. Vienthong Sayyavong		PUCDA
	Mr. Somvang Phomsengsoulinh		Administrative Division
PESS Luangprabang			
	Mr. Houmphanh Phommachit	Deputy Director	
PESS Xiengkhuang			
	Mr. Thonghet INTHAXAY	Deputy Director	
	Mr. Syphanh PHATHANA	Deputy Head of Division	Planning and Statistics Division
	Mr. Xaypanya XAYYACHIT		Secondary Education Division
PESS Huaphanh			
	Mr. Monesing PHETVIENGSY	Deputy Director	
	Mr. Monthong LIANTIKOUM	Deputy Director	
	Mr. Somphet INTHSONE	Division Head	Administrative Division
	Mr. Khenboun PHAVANH	Division Head	Planning and Statistics Division
	Mr. Limethong MAILAVONG	Division Head	Planning and Statistics Division
	Mr. Kongsy SAYYASONE		PUCDA
PESS Luangnamtha			
	Mr. Bounchanh LOUANGLUEXAY	Director	
	Mr. Bounhome CHIDALA	Division Head	Planning and Statistics Division
PESS Oudomxay			
	Mr. Phuangvilay Inthavong	Deputy Director	
	Mr. Khonethavy MINGBOUPHA	Deputy Director	
	Ms. Nivan Xayasth	Division Head	Secondary Education Division
	Mr. Phuangvilay Intharong		Planning and Statistics Division
	Mr. Keokham VONGVILAY		Planning and Statistics Division
PESS Salavanh			
	Mr. Sirisack Thanomhack	Director	
	Mr. Chanthala		Accounting Division
	Mr. Vanhdy BOUNYALATH		
	Mr. Boumkongphet		
	Mr. Phayvan SENGOUMPHIN		
	Ms. Khanthaly INTHALAD		
PESS Sekong			

	Mr. Khankeo Howinta	Director	
	Mr. Sichanh Vanenavong	Deputy Director	
	Mr. Khamtay Xaythaded		PUCDA
	Mr. Saythong Boudtivong		PUCDA
PESS Attapeu			
	Mr. Somboun Chanthamath	Director	
	Mr. Khamphoun Keomala	Deputy Director	
	Mr. Veha Khommameung	Deputy Director	
	Mr. Vongsamay Sisouvong	Deputy Director	
	Ms. Patthana Thepsombath	Deputy Director	
PESS Champasack			
	Mr. Sy Phanthavong	Deputy Director	
	Mr. Ketsana Keosamith		
	Mr. Phoxai VONGKHAMXAO		
	Mr. Soupasith PHAVIXAY		
	Mr. Mone PHANETHABOULY		
Non-formal Education Center (Champasack Provinve)			
	Ms. Bouachanh MATHIPANGA		
	Ms. Panomthien SUNASON		
Teacher Training Colleges（TTC）			
DongKhamXang TTC (Vientiane Capital)			
	Mrs. Vila SENGSAVANG	Director	
Bankeun TTC (Vientiane Province)			
	Mr. OudoneTHEPVONGSA	Director	
	Mr. Suguru KASHIMA (Science)	JOCV	
	Mr. Takuma UEHARA (Mathematics)	JOCV	
Savannakhet TTC			
	Mr. Thongkhene Khamsoukthvong	Deputy Director	
	Mr. Phailath Sythong	Head of Administration	
	Ms. Milinda Norlasane		International Relations Division
	Mr. Tetsuhiro YAMAGUCHI	JOCV (Science)	
	Ms. Kaori TANIYAMA	JOCV (Primary Education)	
Luangprabang TTC			
	Mr. Bounsouvanh Lattana	Director	
	Mr. Houmphanh KHOUNESAVATH	Deputy Director	
	Mr. Sonephet Sisavath	Deputy Director	
	Mr. Thonglor KHOUNSAWATH		Student Affairs Division
	Mr. Noupong		Administrative Division
KhungKhai TTC (Xiengkhuang Province)			
	Mr. Vanny YANGXIAMUA	Director	
Luangnamtha TTC			
	Mr. Khamthongh Louangluxay	Director	
	Ms. Akemi SUENAGA	JOCV (Schience)	
Salavanh TTC			
	Mr. Khambone INTHALATH	Director	
Pakse TTC (Champasack Province)			
	Mr. Khamphiane Mexchone	Director	
	Mr. Phone	Deputy Director	
Asian Development Bank (ADB)			
	Ms. Khamthanh Chanthy	Senior Project Officer (Social Sector)	Lao Resident Office

	Dr. Bernadette Gonzalez	Team Leader	SESDP PMU
Australian Embassy in Laos			
	Ms. Clemency Oliphant	Secretary	
	Mr. Mike Lally	Consultant	
	Ms. Kaykhoun Khounvisith	Program Manager	
Embassy of Japan in Laos			
	Hideyuki ONISHI	Counsellor	
	Yosuke HAYASHIDA	Second Secretary	
	Yoshiki MATSUI	GGP Consultant	

Appendix 3. List of Schools Visited

	ID	District	School Name	Remarks
Southern	Salavanh Province			
	SAL-1	Samuoi	La hang LSS	
	SAL-2	Ta oi	Bong nam LSS	
	SAL-3	Vapy	Vapi CSS	
	SAL-4	Khongxedone	Napong CSS	
	SAL-5	Nakhonepheng	Nonsavang LSS	
	SAL-6	Salavanh	Ong keo CSS	
	SAL-7	Lao ngarm	Vang peuai CSS	
	SAL-8	Salavanh	Nahkhoysao LSS	TTC Cooperative School
	Sekong Province			
	SEK-1	Kaleum	Thong khene LSS	
	SEK-2	Lamarm	Ban tiew CSS	
	SEK-3	Lamarm	Ong keo CSS	
	SEK-4	Lamarm	Ban senoy LSS	
	SEK-5	Tateng	Thateng CSS	
	SEK-6	Tateng	Hua meung LSS	
	Cahmpasack Province			
	CHA-1	Paksxong	Pha naung dong LSS	Newly established LSS (Only M1)
	CHA-2	Paksxong	Nong pha naun LSS	
	CHA-3	Paksxong	Hawi kong CSS	
	CHA-4	Champasack	Champasack CSS	TTC Cooperative School
	CHA-5	Champasack	Dontalath CSS	TTC Cooperative School
	CHA-6	Champasack	Nahsavanh LSS	
	CHA-7	Pathoomphone	Bang lieng CSS	
	CHA-8	Pathoomphone	Pathoum phon CSS	
	CHA-9	Pathoomphone	Ban boun CSS	
	Attapheu Province			
	ATT-1	Sanamxay	Sanamxai CSS	
	ATT-2	Sanamxay	Sompoy CSS	
	ATT-3	Xaysetha	Pha mouang CSS	
	ATT-4	Phouvong	Kham vong sa LSS	
	ATT-5	Phouvong	Vang xom phou LSS	
	ATT-6	Samakkhixay	Sa mak ky xay LSS	
	ATT-7	Samakkhixay	Ha long LSS	

Central

Vientiane Province			
VIP-1	Hinherb	Nasum CSS	EOJ GR Grant Assistance
VIP-2	Muen	Vang CSS	
VIP-3	Muen	Senesavang LSS	
VIP-4	Thoullakhom	Banbo LSS	TTC Cooperative School
VIP-5	Phonhong	Phonsay CSS	
VIP-6	Thoullakhom	Vengheua LSS	Not yet registered as CSS, despite existance of M1-M7
VIP-7	Thoullakhom	Boungphao LSS	No major problem identified
Khamouane Province			
KHA-1	Thakhek	Nabo LSS	
KHA-2	Thakhek	Chomchaeng LSS	
KHA-3	Nongbok	Nonbok LSS	
KHA-4	Nongbok	Nonglom LSS	
KHA-5	Xebangfay	Thakhor LSS	
KHA-6	Mahaxay	Mahaxay LSS	
KHA-7	Mahaxay	Kawa LSS	
Savannakhet Province			
SAV-1	Kaysone Phomvihane	Khaokart CSS	
SAV-2	Outhoomphone	Dongtha CSS	
SAV-3	Xaybuly	Nongsaphang LSS	
SAV-4	Atsaphangthong	Liamxai CSS	
SAV-5	Phalanxay	Buengthalay CSS	
SAV-6	Outhoomphone	Outhoumphone CSS	
SAV-7	Xayphonthong	Naphan LSS	
SAV-8	Songkhone	Nongnokkhian LSS	
Bolikhamxay Province			
BOR-1	Bolikhanh	Phamueng CSS	
BOR-2	Pakkading	Thongnamee LSS	Up to M5, Japanese Assistance identified.
BOR-3	Khamkeuth	Phonmixay CSS	M1 and M2 are located at another site.
BOR-4	Khamkeuth	Thongsenh CSS	
BOR-5	Viengthong	Nam kang LSS	
BOR-6	Viengthong	Vienthong CSS	
BOR-7	Bolikhanh	Nakoun CSS	A new site has been reserved for construction of LSS.
Vientiane Capital			
VIC-1	Xaysetha	Muangnoi LSS	
VIC-2	Chanthably	Sisawath LSS	
VIC-3	Sangthong	Sithong CSS	
VIC-4	Sangthong	Namsang CSS	
VIC-5	Chanthably	Neerada P&CSS	Private school for pre-primary, primary and CSS
VIC-6	Xaythany	Tanmisay CSS	
VIC-7	Naxaithong	Naxaythong CSS	

Northern

Luangprabang Province			
LUP-1	Luangprabang	Santiphap CSS	
LUP-2	Luangprabang	Bankhoy LSS	
LUP-3	Luangprabang	Dekkampha CSS	School for orphans
LUP-4	Chomphet	Muangchormphet CSS	
LUP-5	Chomphet	Pakleung CSS	
LUP-6	Luangprabang	Meuangkhai CSS	
LUP-7	Nambak	Namnga CSS	
LUP-8	Ngoi	Paknga LSS	
LUP-9	Park ou	Banfay CSS	
LUP-10	Park ou	Muang pakou CSS	Girls' dormitory was donated by Ms. Emiko KIRIHARA
LUP-11	Luangprabang	Pongkham CSS	TTC Cooperative School
LUP-12	Luangprabang	Luangprabang Special Education School (Sor ta)	Primary and LSE for children with listening disabilities
LUP-13	Park ou	Phongsavanh LSS	TTC Cooperative School
LUP-14	Pak xeng	Pakseng CSS	
Xiengkhuang Province			
XIA-1	Pek	Sibounhouan CSS	TTC Cooperative School
XIA-2	Pek	Nonephet CSS	
XIA-3	Nonghed	Kangphanien CSS	Up to M5, Japanese NGO assistance identified.
XIA-4	Kham	Thenchong P&LSS	LSS is since 2015, Primary school is donated by AEON
XIA-5	Pek	Ethnic Boarding School P&CSS	
XIA-6	Pek	Nama LSS	Donation by Ito Yokado
XIA-7	Phaxay	Latkhay CSS	
Huaphanh Province			
HOU-1	Viengxay	Muangpan LSS	
HUA-2	Xamneua	Pravanh LSS	
HUA-3	Xamneua	Phanxay CSS	
HOU-4	Xamneua	Nasamong LSS	
HOU-5	Huameuang	Chomphet LSS	Up to M5, above M6 need to transfer to a CCS
HOU-6	Sopbao	Phonxay LSS	
HOU-7	Xiengkhor	Sopsan LSS	
HOU-8	Add	Muangvanh LSS	
HOU-9	Huameuang	Pakhatai CSS	
Luangnamtha Province			
LUN-1	Sing	Singphatthna LSS	
LUN-2	Sing	Kangmai CSS	
LUN-3	Sing	Namkeonoi CSS	
LUN-4	Viengphoukha	Donmai LSS	
LUN-5	Viengphoukha	Namchili LSS	
LUN-6	Luangnamtha	Thongpung CSS	
LUN-7	Luangnamtha	Donxay LSS	
LUN-8	Luangnamtha	Ethnic Boarding School of Luangnamtha CSS	TTC Cooperative School
LUN-9	Luangnamtha	Samacky CSS	TTC Cooperative School
Oudomxay Province			
OUD-1	Xay	Donexai LSS	
OUD-2	Xay	Phonhom LSS	CCS from this school year
OUD-3	Xay	Homxay LSS	
OUD-4	Xay	Huaykhoum CSS	
OUD-5	Beng	Namkhong LSS	
OUD-6	Beng	Namhaeng LSS	
OUD-7	Beng	Banlai LSS	

Appendix 4. Sample Photos

SEK-6 Wooden temporary classroom built by community

SEK-6 Temporary classroom built by community with disposing materials

BOR-5 A lesson carried out with students putting up a umbrella

KHA-5 Incomplete classroom due to fund shortage

LUN-1 An example of temporary classroom of a LSS

LUN-8 Another example of temporary classroom of a LSS

VIP-1 Temporary classroom in Vientiane Province

VIP-1 Classroom of Branch School some km away

OUD-6 at front: LSS temporary CR; white, green, red roof in the back: Primary school building

OUD-6 A lesson at temporary classroom

XIA-1 Another lesson at temporary classroom

SAL-8 Another lesson at temporary classroom

VIC-3 Old school building

VIC-7 Old school building

BOR-6 Old school building

LUN-8 Old school building

LUP-4 Student dormitory

LUP-4 Inside the student dormitory

LUP-4 Student boarding hut cluster behind classrooms

LUP-6 Student boarding hut cluster behind classrooms

LUP-14 Student boarding hut cluster on the 2 sides of the hills in front of School

LUN-6 Student boarding hut cluster in school site

LUN-6 Inside the student dormitory

LUN-9Ethnic Boarding School class building

LUP-12 Special Education School

LUP-11School building built by Vietnam

LUP-11 Science lab built by Vietnam

SEK-1 School building built by ADB SESDP

OUD-7 Student dormitory built by ADB SESD

SAL-7 School building built by JICA Community-based School

VIP-1 School building built by EOJ Grass-root Construction Grant Assistance

Appendix 5. EOJ Grant Assistance Scheme for Grass-roots Human Security Projects

Appendix 5: EOJ Grant Assistance Scheme for Grass-roots Human Security Projects

Grant Assistance Scheme for Grass-roots Human Security Projects in Laos (Light blue filled are LSE facilities)

	JPFY	Heisei	District and Province	Project Name	Cost (US Dollars)
1	2005-2007	17	Songkhone, Savannakhet	The Project for Construction of Sebangnouane Primary School	44,926
2	2006	17	Boontai, Phongsaly	The Project for Construction of Muchinampok Primary School and Dormitory	13,460
3	2006-2007	18	Lao ngarm, Salavanh	The Project for Construction of Nonkair Primary School	42,473
4	2007	18	Lamarm, Sekong	The Project for Construction of Phonkham Primary School	48,501
5	2006-2008	18	Beng, Oudomxay	The Project for Construction of Samkang Primary and Lower Secondary School	66,943
6	2007-2008	19	Pek, Xiengkhuang	The Project for Construction of Lathhouang Secondary School	46,387
7	2008-2009	20	Xamtay, Huaphanh	The Project for Improvement of School Environments of Phath Area in Xamtai District	88,000
8	2010	21	Tateng, Sekong	The Project for Construction of Chunla Secondary School	69,050
9	2010-2011	21	Phiang, Xaignabouli	The Project for Improvement of Primary School Education Environment in Xaignabouli Province (2 schools)	86,955
10	2009-2010	21	Xiengkhor & Sopbao, Huaphanh	The Project for Improvement of Primary School Environments in Houaphan Province (2 schools)	84,633
11	2010	21	Atsaphangthong, Savannakhet	The Project for Construction of Nanhone Primary School	44,500
12	2011	22	Et (Add), Huaphanh	The Project for Construction of Nakham Primary School	46,989
13	2011	22	Lamarm, Sekong	The Project for Construction of Phon Secondary School	68,500
14	2011-2012	23	Med, Vientiane Province	The Project for Construction of Women's Dormitory for Muang Med Secondary School	109,640
15	2012	23	Atsaphangthong, Savannakhet	The Project for Construction of Lower Secondary School in Nalao Village	81,780
16	2012-2013	23	Nyotho ou, Phongsaly	The Project for Construction of Outai Lower Secondary school and Dormitories	91,312
17	2012-2013	23	Samphang & Mai, Phongsaly	The Project for Construction of Dormitories for 3 Secondary Schools in Phongsaly Province	90,364
18	2012	23	Luangnamtha & Sing, Luangnamtha	The Project for Construction of 2 Lower Secondary Schools in Luangnamtha Province	109,269
19	2012-2013	23	Xamtay, Huaphanh	The Project for Construction of Lower Secondary School in Phiangthin village	47,614
20	2012-2013	23	Xamneua, Huaphanh	The Project for Construction of Lower Secondary School in Saleuy village	42,632
21	2012	23	Nga, Oudomxay	The Project for Construction of Narsan Lower Secondary School	52,166
22	2012	23	Xay, Oudomxay	The Project for Construction of Phonehome Lower Secondary School	52,299
23	2013	24	Parklai, Sayaboly	The Project for Construction of a Lower Secondary School on Muwangtai Village	87,811
24	2013	24	Nambak, Luangprabang	The Project for Construction of a Lower Secondary School in Songcha Village	59,668

25	2013	24	Samphan, Phongsaly	The Project for Construction of Dormitories for 2 Secondary Schools in Samphan District, Phongsaly Province	61,200
26	2013	24	Namor, Oudomxay	The Project for Construction of Lower Secondary School and Dormitory in Nathong Village	121,704
27	2013	24	Pakkading, Bolikhamxay	The Project for Construction of Thongnami Lower Secondary School	60,542
28	2013	24	Tateng, Sekong	The Project for Construction of Huamuang Lower Secondary School	61,334
29	2013	24	Et (Add), Huaphanh	The Project for Construction of a Lower Secondary School in Nakeuaneua village	84,585
30	2013	24	Moonlapamok, Champasack	The Project for Construction of an Primary School in Luangso Village	60,929
31	2013-2014	25	Kham, Xiengkhuang	The Project for Construction of Viengxay Lower Secondary School	70,061
32	2013-2014	25	Kham, Xienghuang	The Project for Construction of Phoncheng Primary School	72,284
33	2013-2014	25	Luangnamtha, Luangnamtha	The Project for Construction of Lower Secondary School and Dormitory in Donexay Village	112,199
34	2013-2014	25	Luangnamtha, Luangnamtha	The Project for Construction of Lower Secondary School and Dormitory in Hatgnong Village	112,517
35	2013-2014	25	Pakxane, Bolikhamxay	The Project for Construction of Lower Secondary School and Dormitory in Phosi Village	112,070
36	2014	25	Et (Add), Huaphanh	The Project for Construction of Lower Secondary School and Dormitory in Nakay Village	119,560
37	2014	25	Xamtay, Huaphanh	The Project for Construction of Lower Secondary School and Dormitory in Namad Village	117,604
38	2014	25	Xamneua, Huaphanh	The Project for Construction of Lower Secondary School and Dormitory in Don Village	112,293
39	2014-2015	25	Phonexay, Luangprabang	The Project for Construction of Lower Secondary School and Dormitory in Houykhing Village	121,622
40	2014	25	Hinherb, Vientiane Province	The Project for Construction of Secondary School in Naxam Village	97,262
41	2014	25	Mad, Vientiane Province	The Project for Construction of Primary School in Nasavang Village	68,651
42	2014-2015	26	Xaysetha, Attapeu	The Construction of Sapuan Lower Secondary School	85,375
43	2014-2015	26	Moonlapamok, Champasack	The Construction of Nonghoi Lower Secondary School	102,616
44	2014-2015	26	Pek, Xiengkhuang	The Construction of Primary School in Phukeng Village	91,427
45	2014-2015	26	Huameuang, Huaphanh	The Construction of a Lower Secondary School in Lanxiang Village	88,686
46	2015	26	Nalae, Luangnamtha	The Project for Construction of Phoupath Lower Secondary School and Dormitory	161,044
47	2015	26	Nalae, Luangnamtha	The Project for Construction of Nalae Lower Secondary School and Dormitory	102,790
48	2015	26	Xaysetha, Attapeu	The Project for Construction of Thalan Lower Secondary School	76,805
49	2015	26	Mad, Vientiane Province	The Project for Construction of Muangkhi Lower Secondary School	102,506
50	2015	26	Naxaithong, Vientiane Capital	The Project for Construction of Nakha Lower Secondary School	92,566

Appendix 5: EOJ Grant Assistance Scheme for Grass-roots Human Security Projects

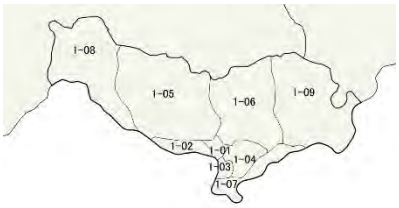
51	2015	26	Xon, Houaphanh	The Project for Construction of Xontai Lower Secondary School	129,618
52	2015	26	Huameuang, Huaphanh	The Project for Construction of Phiengdy Lower Secondary School	119,332
53	2015	27	Xayabouly, Xayabouly	The Prolect for construction of Phaxang Secondary School	88,074
54	2015	27	Pek, Xiengkhuang	The Project for Construction of Mee Primary School	90,818
55	2015	27	Khong, Champasack	The Project for Construction of Sisulath Primary School	61,309
56	2015	27	Khong, Champasack	The Project for Construction of Loppady Secondary School	82,686
57	2015	27	Kuan, Huaphanh	The Project for Construction of Phadaeng Lower Secondary School and Dormitory	114,882

（Source: Information provided by EOJ in Laos, and EOJ Web site : http://www.la.emb-japan.go.jp/japans_oda_to_laos/ggp.html ）

Appendix 6. General Information by Province

1. Vientiane Capital

1. Overview

1) Provincial Capital: Chanthably 2) Population: 828,000 (2014 estimate) 3) Area: 3,920km^2 4) Population density: 211.2 persons//km^2 5) Geography: Hilly plains (200m), Mountains in Northwestern, Mekong Riv. Watershed in Southern and Southeastern parts. 6) Transport: International airport and a friendship bridge to Thailand. 7) Other info.: State Capital	Region: Central 	Jurisdiction: 9 Districts  01-01 Chathably, 01-02 Sikhottabong, 01-03、Xaysetha, 01-04 Sisattanak 01-05 Naxaithong, 01-06 Xaythany 01-07 Hadxaifong, 01-08 Sangthong, 01-09 Parkngum

2. Education Statistics

1) LSE Enrollment: 50,415 (Female:24,443)	8) No. of LSS&CSS CR: 1,370 CRs
2) LSE School age population: 54,025 (F:27,007)	9) No. of semi-&permanent CR:1,225 CRs
3) LSE GER: 93.3% (F: 90.5%)	10) % of temporary CR of LSS&CSS:10.6%
4) No. of LSS: 70	11) PCR of LSS&CSS: 46.8 pupils
5) No. of CSS: 78	12) Other Info.
6) No. of PS: 467	
7) No. of PR/LSS&CSS: 3.2	

3. Characteristics

GER of LSE in 2014/2015 was 93.3% Due to poverty and domestic reasons, some children give up going to school, causing missing 100% GER. Against the common image of developed infrastructure, only 14 schools passed 42-45 standard criteria of EQS, out of 31 designated model schools from pre-primary to secondary levels, due to shortage of equipment and old classrooms. Except central part of the Capital, there is little difference in facility situation from other Provinces. Parkngum District as well as Sangthong District where some student dormitories exist has higher demand in facility rehabilitation.

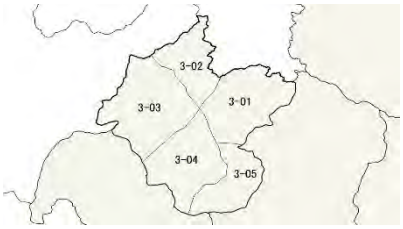
Referring to Japanese cooperation, only one secondary school has been benefitted from Grass-root Grant Assistance of EOJ, apart from the primary school constructions by Japanese Grant Aid Assistance in 2003-2004. Assistance from other development partners is also minimal. However, the Capital is selected for a cooperation site for a JICA technical cooperation “Project for Improving Teaching and Learning Mathematics for Primary Education.”

4. Sample Pictures of School Facilities

			
1. Neerada Primary&CSS 3-story building	2. Neerada Primary&CSS Classrooms with AC	3. Naxaithong CSS Temporary classroom	4. Naxaithong CSS ceiling Collapsing with water leaks
			
5. Sithong CSS Temporary classroom	6. Muangnoy LSS RC classroom	7. Namsang CSS Student boarding hut built by family	8. Namsang CSS Student dormitory Japan asst 2014

3. Luangnamtha

1. Overview

(1) Provincial Capital: Luangnamtha (2) Population: 181,000 (2014 estimate) (3) Area: 9,325km^2 (4) Population density: 19.4 persons//km^2 (5) Geography: 95% of surface are as high as 2,000m forest mountains. (6) Transport: Regular domestic air services connect to Vientiane. Road No. 3 North-South Corridor passes through the Province. (7) Other info.: Bordering with China and Myanmar and having SEZ. Significant economic grow recent years.	Region: Northern 	Jurisdiction: 5 Districts  03-01 Luangnamtha, 03-02 Sing, 03-03 Long, 03-04 Viengphoukha, 03-05 Nalae

2. Education Statistics

1) LSE Enrollment: 13,703 (Female: 6,186)	8) No. of LSS&CSS CR: 460 CRs
2) LSE School age population: 17,076 (F: 8,210)	9) No. of semi-&permanent CR:363 CRs
3) LSE GER: 80.2% (F: 75.3%)	10) % of temporary CR of LSS&CSS:21.1%
4) No. of LSS: 38	11) PCR of LSS&CSS: 52.2 pupils
5) No. of CSS: 19	12) Other Info.
6) No. of PS: 271	
7) No. of PR/LSS&CSS: 4.8	

3. Characteristics

Although the Provincial GER in LSE is 80.2%, surpassing the national average of 78.1%, it hasn't reached the national target of 85% by 2020. In addition, PCR is 52.2 students, excluding temporary classrooms in calculation, indicating the high degree of overcrowd, is far higher than national average of 48.9. The students living far from a school live at a dormitory and go home during weekend. Long District and Nalae District are located in a difficult access from the Provincial capital. PESS doesn't have a plan to expand LSS to CSS, but rather to engage in rehabilitating temporary, old and overcrowded classrooms.

The Province has benefitted 6 LSS assisted by the EOJ GR Grant Assistance, and more from ADB SESDP and Vietnam.

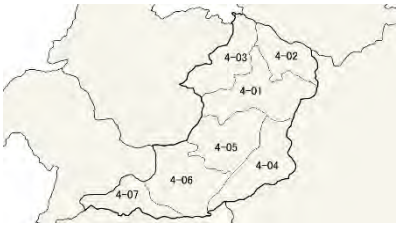
Also, Luangnamtha is selected for a cooperation site for a JICA technical cooperation "Project for Improving Teaching and Learning Mathematics for Primary Education."

4. Sample Pictures of School Facilities

			
1. Overview of Thongpung CSS (4CR+SH room+Office)	2. Temporary CR of Thongpung CSS	3. Thongpung CSS (Left: Boarding huts; right beyond: Provincial ICT Center)	4. Thongpung CSS, Inside student boarding hut
			
5. Namchili LSS Temporary Classroom	6. Access bridge to Namchili LSS	7. Luangnamtha Ethnic boarding School class building	8. Sport court constructed by Chinese assistance in Ethnic Boarding school

4. Oudomxay

1. Overview

(1) Provincial Capital: Xay (2) Population: 331,000 (2014 estimate) (3) Area: 15,370km^2 (4) Population density: 21.5 persons//km^2 (5) Geography: North border is shared with China, and the South faces the Mekong River. (6) Transport: Regular domestic air services connect to Vientiane. Road No. 3 connects Luangnamtha and Luangprabang from south to North. (7) Other info.: Economic influence of China is large.	Region: Northern 	Jurisdiction: 7 Districts  04-01 Xay, 04-02 La, 04-03 Namor, 04-04 Nga, 04-05 Beng, 04-06 Hoon, 04-07 Pakbeng

2. Education Statistics

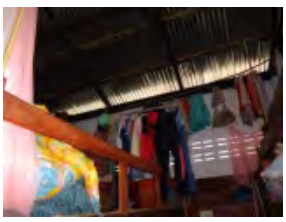
1) LSE Enrollment: 26,456 (Female:12,363)	8) No. of LSS&CSS CR: 890 CRs
2) LSE School age population: 31,273 (F:15,154)	9) No. of semi-&permanent CR:608 CRs
3) LSE GER: 84.7% (F: 81.6%)	10) % of temporary CR of LSS&CSS:31.7%
4) No. of LSS: 47	11) PCR of LSS&CSS: 59.8 pupils
5) No. of CSS: 43	12) Other Info.
6) No. of PS: 402	
7) No. of PR/LSS&CSS: 4.5	

3. Characteristics

84.7% GER is close to the 2020 target. However, the reality shows that classrooms are compressed with 59.8 students, and the reliance on temporary classrooms is the 2nd highest in the nation with 31.7%. Accordingly, PESS prioritizes on rehabilitation and expansion of old and overcrowded classrooms rather than opening up new schools. Hoon, Pakbeng, Nga, and Namor Districts promote expansion from LSS to CSS. Presently, only 2 secondary schools own science lab. Nga and Pakbeng Districts have difficult access.

Japanese assistance is limited to 4 schools by EOJ GR Grant Assistance. Vietnamese assistance is also recognized, and South Korean private company has agreed to construct a model school.

4. Sample Pictures of School Facilities

			
1. at front: Namhaeng LSS temporary CR; white, green, red roofs in the back: Primary school building	2. Namhaeng LSS inside temporary classroom	3. Namkhong LSS inside student dormitory	4. Banlai LSS overview
			
5. Banlai LSS temporary classroom	6. Banlai LSS student dormitory by ADB SESDP	7. inside student dormitory of Banlai LSS by ADB SESDP	8. Access to Banlai LSS by crossing a river

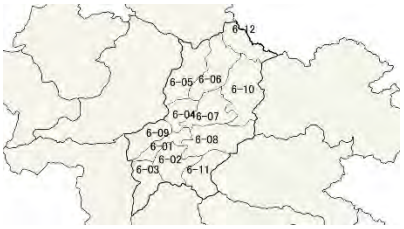
6. Luangprabang

1. Overview

(1) Provincial Capital: Luangprabang
(2) Population: 482,000 (2014 estimate)
(3) Area: 16,875km^2
(4) Population density: 28.6 persons//km^2
(5) Geography: Mountainous area with a border with Vietnam.
(6) Transport: International airport connects to Vientiane and neighboring countries. Road No. 13 connects the North with Vientiane.
(7) Other info.: Provincial Capital is a World Cultural Heritage.

Region: Northern

Jurisdiction: 12 Districts



06-01 Luangprabang, 06-02 Xieng ngeun, 06-03 Nan, 06-04 Park ou, 06-05 Nambak, 06-06 Ngoi, 06-07 Pak xeng, 06-08 Phonexay, 06-09 Chomphet 06-10 Viengkham, 06-11 Phoukhoune, 06-12 Phonthong

2. Education Statistics

1) LSE Enrollment: 36,017 (Female:16,908)
2) LSE School age population: 40,659 (F:19,963)
3) LSE GER: 88.6% (F: 84.75%)
4) No. of LSS: 57
5) No. of CSS: 44
6) No. of PS: 609
7) No. of PR/LSS&CSS: 6.0
8) No. of LSS&CSS CR: 1,006 CRs
9) No. of semi-&permanent CR:881 CRs
10) % of temporary CR of LSS&CSS:12.4%
11) PCR of LSS&CSS: 55.1 pupils
12) Other Info.

3. Characteristics

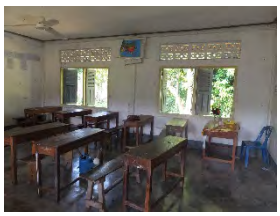
As LSE GER has passed 88.6%, so the Province continues to realize 100% enrollment and improve learning environment. The number of primary schools per LSS and CSS is 6.0, which is the highest nationally, is a significant character of Luangprabang. Teachers are in shortage, therefore 20% of secondary schools take two-shift classes. Accordingly, the Province engages in rehabilitation of overcrowded schools and construction of schools at remote areas.

In the Province only 1 SS is equipped with a science lab, while all CSS has a library. Phonexay, Phonthong, Chormphet Districts are difficult to access.

2 schools have been benefitted from EOJ GR Grant Assistance, in addition to assistance from ADBSESDP and South Korean private company.

4. Sample Pictures of School Facilities

1. Pakleung CSS
Inside a temporary classroom



2. Paknga LSS
Inside a RC classroom

3. Luangprabang Special Education School: 1F: CR and teacher's room; 2F: Girl's dormitory

4. Pongkham CSS
Inside gymnasium built by Vietnamese cooperation

5. Dekkampha CSS
Dormitory for orphans

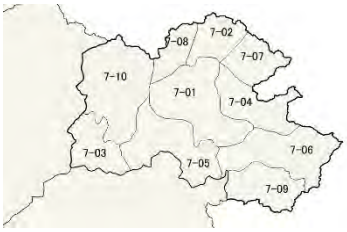
6. IT room of Santhiphap CSS with selected excellent students

7. Pakseng CSS
Student boarding hut cluster (built by students' family)

8. Unpaved access road to Pakseng CSS

7. Huaphanh

1. Overview

(1) Provincial Capital: Xamneua (2) Population: 352,000 (2014 estimate) (3) Area: 16,500km^2 (4) Population density: 21.3 persons//km^2 (5) Geography: Steep mountains, bordering with Vietnam. (6) Transport: There's an airport, but no major airline service exist, requiring transportation by road for nearly 8 hours from Xiengkhuang. (7) Other info.: Used to be the base of the revolutionary government during the independence war, and the 1st Party Congress was held.	Region: Northeastern 	Jurisdiction: 10 Districts  07-01 Xamneua, 07-02 Xiengkhor, 07-03 Viengxon, 07-04 Viengxay, 07-05 Huameuang, 07-06 Xamtay, 07-07 Sopbao, 07-08 Add, 07-09 Kuan district、07-10 Hiam district

2. Education Statistics

1) LSE Enrollment: 27,760 (Female:12,633)	8) No. of LSS&CSS CR: 936 CRs
2) LSE School age population: 29,265 (F:14,010)	9) No. of semi-&permanent CR: 580 CRs
3) LSE GER: 94,9% (F: 90.2%)	10) % of temporary CR of LSS&CSS:38.0%
4) No. of LSS: 88	11) PCR of LSS&CSS: 68.3 pupils
5) No. of CSS: 43	12) Other Info.
6) No. of PS: 609	
7) No. of PR/LSS&CSS: 4.6	

3. Characteristics

Huaphanh Province marks the 3rd highest GER: 94.9% in 2014/15 for LSE, however it was achieved with the highest ratio of temporary classrooms with 38%. At the same time, number of student per classroom ratio is also the highest with 68.3 students in the country. PESS has no intention to increase the number of schools, but pursue the rehabilitation, renovation and expansion of existing facilities. There is no priority District, but the schools overcrowded and lacking classrooms are prioritized. The second priority is given to the schools in the center of Kum Ban with temporary classrooms and requiring student dormitories.

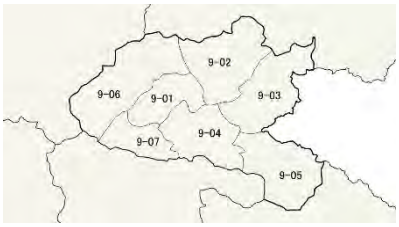
11 schools were constructed with EOJ GR Grant Assistance, along with ADB SESDP and Vietnamese assistance.

4. Sample Pictures of School Facilities

			
1. Nasamong LSS Wooden classroom built by leveling the mountain	2. Phonxay LSS Wooden classroom built by leveling the mountain	3. Sopsao LSS Temporary classroom in primary school site	4. Muangvanh LSS Temporary classroom occupied with 50 students
			
5. Pakhatai CSS Student dormitory	6. Nasamong LSS Student boarding huts on top of the hill	7. Phanxay CSS 3-story building built by Vietnam	8. Access road to Pravanh LSS (impossible to pass during rainy season)

9. Xiengkhuang

1. Overview

(1) Provincial Capital: Pek (Phonsavan) (2) Population: 279,000 (2014 estimate) (3) Area: 15,880km^2 (4) Population density: 17.6 persons//km^2 (5) Geography: There is Plain of Jar, and bordering with Vietnam. (6) Transport: Regular domestic air services connect to Vientiane. Road No. 1 connects to Bolikhamxay Province. (7) Other info.: Efforts for disposal of UXO continue, due to severe airstrikes during Vietnam War.	Region: Northeastern 	Jurisdiction: 7 Districts  09-01 Pek (Phonsavan), 09-02Kham, 09-03 Nonghed, 09-04 Khoune, 09-05 Mork 09-06 Phookood, 09-07 Phaxay, 09-08 Thatom

2. Education Statistics

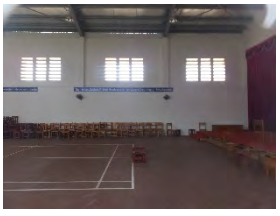
1) LSE Enrollment: 23,311 (Female:10,790)	8) No. of LSS&CSS CR: 852 CRs
2) LSE School age population: 23,580 (F:11,448)	9) No. of semi-&permanent CR:669 CRs
3) LSE GER: 98.9% (F: 94.3%)	10) % of temporary CR of LSS&CSS:21.5%
4) No. of LSS: 58	11) PCR of LSS&CSS: 47.3 pupils
5) No. of CSS: 31	12) Other Info.
6) No. of PS: 328	
7) No. of PR/LSS&CSS: 3.7	

3. Characteristics

98.9% GER is after Xaysomboon Province passing 100% and even higher than Vientiane Capital. The Province has committed to place at least a LSS within 7km distance within each Kum Ban (school zoning system), along with a health post and a market, so that social life services are close to the people. This is under the cooperative initiative among the Provincial government, the party and the community, particularly for sensitizing the population on the importance of education. Nevertheless, the ratio of temporary classrooms is 21.5%, which is beyond the national average, 18.15, and there are schools having two-shifted class due to the facility shortage. Students living further than 7 km from a LSS build a boarding facility in or near the school. In the next 5-year plan, Xiengkhuang PESS commits to: 1) solving the problem of classroom shortage; 2) student dormitory construction; 3) equipping science labs and equipment and library; 4) water supply and building toilets.

4 schools with EOJ GR Grant Assistance, JAIF, Vietnam and South Korean assistance have been recognized.

4. Sample Pictures of School Facilities

			
1. Sibounhouan CSS 2-Story building built by US Embassy	2 Kangphanien CSS A Japanese assistance	3 Thenchong LSS Renting from primary school built by AEON	4 Ethnic boarding CSS 3-story building built by Vietnam
			
5. Gymnasium built by Vietnam Ethnic boarding CSS	6. Nama LSS Constructed by Ito Yokado	7. Latkay CSS Collapsing temporary classroom	8. Construction site reserved for Thenchong LSS by leveling mountain

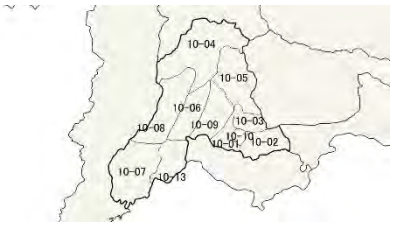
10. Vientiane Province

1. Overview

(1) Provincial Capital: Viengkham
(2) Population: 473,000 (2014 estimate)
(3) Area: 15,927km^2
(4) Population density: 29.6 persons//km^2
(5) Geography: Lake Namgum exists.
(6) Transport: No airport, but Road No. 13 connects from Vientiane Cap. Through the North.
(7) Other info.: Separated from Vientiane Cap. in 1983, and Xaysomboon District was conceded to newly established Xaysomboon Province in 2013.

Region: Central

Jurisdiction: 11 Districts



10-01 Phonhong, 10-02 Thoullakhom, 10-03 Keo oudom, 10-04 Kasy, 10-05 Vangvieng, 10-06 Feuang, 10-07 Xanakharm, 10-08 Mad, 10-09(10） Viengkham, 10-10 Hinherb, 10-11(09) Hom, 10-11(13) Muen

2. Education Statistics

1) LSE Enrollment: 34,691 (Female:16,381)
2) LSE School age population: 37,552 (F:18,304)
3) LSE GER: 92.4% (F: 89.55%)
4) No. of LSS: 46
5) No. of CSS: 41
6) No. of PS: 355
7) No. of PR/LSS&CSS: 4.1
8) No. of LSS&CSS CR: 1,124 CRs
9) No. of semi-&permanent CR:994 CRs
10) % of temporary CR of LSS&CSS:11.6%
11) PCR of LSS&CSS: 47.8 pupils
12) Other Info.

3. Characteristics

Just like Vientiane Capital, LSE GER is as high as 92.4% and the relatively developed infrastructure is an impression, however the rural part of the Province is similar to the situation in other Provinces. As all Kum Bans have at least one LSS, expansion of existing LSS to CSS is an agenda of the Province. And, PESS rehabilitates an old and overcrowded school on each District of all. Remote Districts, namely Mad, Xanakham and Muen are prioritized.

In addition to 4 schools by EOJ GR Grant assistance, Vietnam and South Korean private companies assist in the Province. Chinese assistance for installing science experimental equipment to some of the CSS, all equipment are labeled in Chinese. Besides, as teachers are unfamiliar with the equipment and chemicals, those equipment have been in storage.

4. Sample Pictures of School Facilities

1. Nasum CSS
2 buildings by EOJ Grassroot Grant Assistance

2. Vengheua LSS
temporary classrooms

3. Boungkhao LSS
Approx. 20 students/CR

4. Phonsay CCS
A classroom building constructed by South Korean assistance in 2014

5. Sensavang LSS
Dormitory for teachers and students

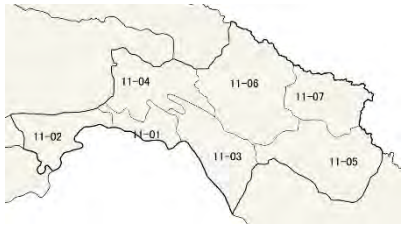
6. Ban Vang CSS
Cluster of boarding huts for 144 students

7. Vengheua LSS teachers' residence

8. Student transport truck at Nasum CSS

11. Bolikhamxay

1. Overview

(1) Provincial Capital: Pakxane (2) Population: 300,000 (2014 estimate) (3) Area: 14,863km^2 (4) Population density: 20.1 persons//km^2 (5) Geography: The largest karst plain of limestone in Southeast Asia exists in Khamkeuth District. (6) Transport: No airport, but Road No. 13 runs along the Mekong toward South. Road No. 8 passes through Southern part toward East and reaches to Vietnam. (7) Other info.:	Region: Central 	Jurisdiction: 7 Districts  11-01 Pakxane 11-02 Thaphabath 11-03 Pakkading 11-04 Bolikhanh 11-05 Khamkeuth 11-06 Viengthong 11-07 Xaychamphone

2. Education Statistics

1) LSE Enrollment: 22,629 (Female:10,601)	8) No. of LSS&CSS CR: 614 CRs
2) LSE School age population: 25,280 (F:12,227)	9) No. of semi-&permanent CR:497 CRs
3) LSE GER: 89.5% (F: 86.7%)	10) % of temporary CR of LSS&CSS:19.1%
4) No. of LSS: 36	11) PCR of LSS&CSS: 60.6 pupils
5) No. of CSS: 24	12) Other Info.
6) No. of PS: 268	
7) No. of PR/LSS&CSS: 4.5	

3. Characteristics

Because of the geographical location next to the state capital, LSE GER is getting closer to 89.5%. Meanwhile, the temporary classroom ratio of 19.1% is higher than the national average, and the CTR of 60.6 is the 3rd highest in the nation. Accordingly, the Province prioritizes on: 1) the schools with old facilities; and 2) the schools overcrowded. There is no priority on the Districts, but the criteria are based on the situation of each school. Opening a new school requires some difficult procedure such as land acquisition, therefore not a priority.

The schools in Khamkeuth, Bolikhanh, Viengthong, and Xaychamphone Districts are difficult to access, therefore some schools are accompanied with boarding huts where the students reside, thereby require rehabilitation of dormitories. Xaychamphone District that newly established by separating from Khamkeuth need transportation by boat during rainy season, but the other Districts have no problem in access.

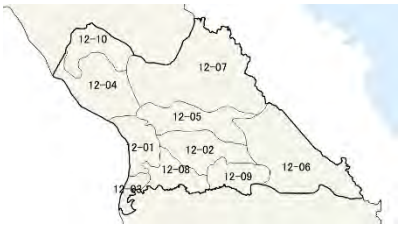
3 schools by EOJ GR GrantAssistance, and assistance from ADB SESDP and U.S. Embassy are identified.

4. Sample Pictures of School Facilities

			
1. Thongnamee LSS temporary cassroom	2. Thongsenh CSS Over 50 students in temporary classroom	3. Nam Kang LSS Over 60 students in a classroom without wall	4. Vienthong CSS 2-story building under construction behind temporary CR
			
5. Reserved site for Nakhoun CSS	6. Thongsenh CSS Teachers' residence	7. Nam Kang LSS 43 Boarding huts for 120 students	8. Access road to Phonmixay CSS (cannot pass in rainy season)

12. Khammuane

1. Overview

(1) Provincial Capital: Thakhek (2) Population: 408,000 (2014 estimate) (3) Area: 16,315km^2 (4) Population density: 25.0 persons//km^2 (5) Geography: Northeastern part borders with Vietnam and mountainous. (6) Transport: No airport, but Road No. 13 runs along the Mekong and from Thakhek Road No. 12 runs East toward Vietnam. Friendship Bridge crosses to Thailand. (7) Other info.:	Region: Central 	Jurisdiction: 10 Districts  12-01 Thakhek, 12-02 Mahaxay, 12-03 Nongbok, 12-04 Hinboon, 12-05 Nhommalath, 12-06 Bualapha, 12-07 Nakai, 12-08 Xebangfay, 12-09 Xaybuathong, 12-10 Kounkham

2. Education Statistics

1) LSE Enrollment: 24,822 (Female:12,390)	8) No. of LSS&CSS CR: 847 CRs
2) LSE School age population: 36,609 (F:18,078)	9) No. of semi-&permanent CR:755 CRs
3) LSE GER: 67.8% (F: 68.5%)	10) % of temporary CR of LSS&CSS:10.9%
4) No. of LSS: 76	11) PCR of LSS&CSS: 41.9 pupils
5) No. of CSS: 51	12) Other Info.
6) No. of PS: 464	
7) No. of PR/LSS&CSS: 3.7	

3. Characteristics

Significant enrollment increase is expected, considering current relatively low LSE GER with 67.8%. However, the priority is given to rehabilitation and expansion of existing schools rather than establishing new schools. And, basically PESS expects to expand LSS to CSS, but if there's a CSS nearby, that is not a case. No priority is put on Districts but on needs of each school.

PESS identifies no school equipped with a science lab in the Province. There are about 5 schools with student dormitories, but the boarding huts witnessed in the Northern Provinces are not witnessed in Khamouane Province. Boualapah District and Nahkahy Districts are difficult to access.

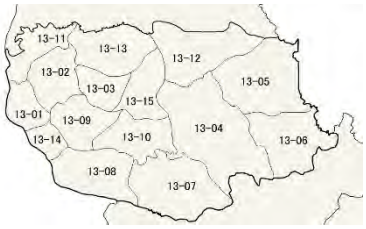
While the Province had benefitted from the JICA technical assistance through the Project ITSME, no cooperation in facility construction or rehabilitation by Japan is recognized. ADB SESDP and NGOs have been the partners in the Province.

4. Sample Pictures of School Facilities

			
1. Chomchaeng LSS overview	2. Overcrowded classroom of Chomchaeng LSS	3. Imcomplete classroom of Thakho LSS due to fund shortage	4. Inside temporary classroom of Thakho LSS
			
5. Mahxay LSS Old wooden classroom	6. Internal view of Mahxay LSS	7. Temporary office of Mahxay LSS	8. Access road to Kawa LSS

13. Savannakhet

1. Overview

(1) Provincial Capital: Kaysone Phomvihane (2) Population: 974,000 (2014 estimate) (3) Area: 21,774km^2 (4) Population density: 44.7 persons//km^2 (5) Geography: Eastern part bordering with Vietnam is mountainous. (6) Transport: International airport to Vientiane, Thailand, etc. Road No. 13 from North to South, from the Provincial Capital to Vietnam by Road No. 9 and to Thailand by crossing Friendship Bridge. (7) Other info.:	Region: Central 	Jurisdiction: 15 Districts  13-01 Kaysone Phomvihane, 13-02 Outhoomphone, 13-03 Atsaphangthong, 13-04 Phine, 13-05 Sepone, 13-06 Nong, 13-07 Thapangthong, 13-08 Songkhone, 13-09 Champhone, 13-10 Xonbuly, 13-11 Xaybuly, 13-12 Vilabuly, 13-13 Atsaphone, 13-14 Xayphonthong, 13-15 Phalanxay

2. Education Statistics

1) LSE Enrollment: 50,808 (Female:25,219)	8) No. of LSS&CSS CR: 1,737 CRs
2) LSE School age population: 81,193 (F:39,692)	9) No. of semi-&permanent CR:1,536 CRs
3) LSE GER: 62.6% (F: 63.5%)	10) % of temporary CR of LSS&CSS:11.6%
4) No. of LSS: 130	11) PCR of LSS&CSS: 43.9 pupils
5) No. of CSS: 74	12) Other Info.
6) No. of PS: 968	
7) No. of PR/LSS&CSS: 4.7	

3. Characteristics

Because about 30 % areas of the Province experience difficulty in access to education facilities, the Provincial LSE GER struggles at 62.6%, below national average, 78.1%. Based on this situation, there are still areas requiring establishment of new schools. Also, PESS promotes the expansion of LSS to CSS. Student dormitories are required in the Districts of Nong, Vilabuly, Phine,and Sepone, where some dormitories exist and the Thapangthong where students build huts next to the schools.

The Province benefitted 1 school by EOJ GR Grant Assistance, as well as technical cooperations of ITSME and CIED 2.

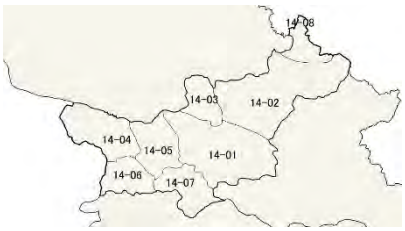
ADB SESDP, FIDA (Finland), Suisse Cooperation, Thailand and Vietnam are the partners among others.

4. Sample Pictures of School Facilities

			
1. Outhomphone CSS overview	2. Road facing SEZ in front of Outhomphone CSS (opposite is Nikon)	3. Donthalat CSS Old building	4. Inside old classroom of Donthalat CSS
			
5. Liamxai CSS under construction classroom	6. Teachers' residence of Liamxai CSS	7. Naphan LSS built by 2nd Community-based Construction project	8. Library of Naphan LSS by 2nd Community-based Construction project

14. Salavanh

1. Overview

(1) Provincial Capital: Salavanh (2) Population: 405,000 (2014 estimate) (3) Area: 10,691km^2 (4) Population density: 37.8 persons//km^2 (5) Geography: Situated at Boloven Plateau. Eastern part bordering with Vietnam is mountainous. (6) Transport: No airport, but Road No. 13 runs Western part. Road No. 15 from No. 13 through the Provincial Capital reaches to Vietnam. (7) Other info.:	Region: Southern 	Jurisdiction: 8 Districts  14-01 Salavanh, 14-02 Ta oi, 14-03 Toomlarn, 14-04 Nakhonepheng, 14-05 Vapy, 14-06 Khongxedone, 14-07 Lao ngarm, 14-08 Samuoi

2. Education Statistics

1) LSE Enrollment: 19,184 (Female:8,989)	8) No. of LSS&CSS CR: 586 CRs
2) LSE School age population: 34,383 (F:16,726)	9) No. of semi-&permanent CR:467 CRs
3) LSE GER: 55.8% (F: 53.7%)	10) % of temporary CR of LSS&CSS:20.3%
4) No. of LSS: 50	11) PCR of LSS&CSS: 53.8 pupils
5) No. of CSS: 32	12) Other Info.
6) No. of PS: 433	
7) No. of PR/LSS&CSS: 5.3	

3. Characteristics

LSE GER of the Province is at the bottom in the country at 55.8%. Additional construction of classrooms and rehabilitation of temporary and old classrooms are urgent tasks required. Expansion of the schools, existing at least one per Kum Ban, and from LSS to CSS is another assignment needs to be engaged. The Districts of Ta oi, Samuoi, and Toomlarn where a number of ethnic minorities reside needs special attention. There are only 3 schools in Salavanh and Khongxedone Districts having a science lab, whose equipment haven't been updated for more than 30 years.

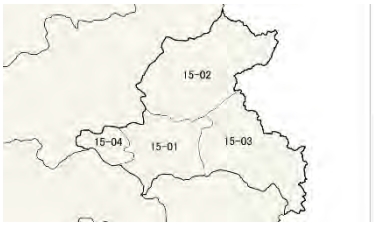
JICA Community-based Grant Assistance has built 22 schools, while a private company TSUMURA donated a school in Lao ngarm District. The Province is also a target of CIED 1&2 as well as a new technical cooperation for math and science development in primary level. U.S. Embassy, Vietnam, ADB SESDP, Royal Thailand, and NGOs are also the partners.

4. Sample Pictures of School Facilities

			
1. La hang LSS overview	2. Student dormitory of La hang LSS	3. Inside the dormitory of La hang LSS	4. Teachers' residence (front) and girl's dormitory (back) of Bong nam LSS
			
5. Old classroom of Vapy CSS	6. Temporary Classroom of Nahkhoysao LSS	7. Vang peuai CSS built by a Japanese firm DAIRIKI	8. Vanf peuai CSS by CB Construction project

15. Sekong

1. Overview

(1) Provincial Capital: Lamarm (2) Population: 109,000 (2014 estimate) (3) Area: 7,665km^2 (4) Population density: 14.2 persons//km^2 (5) Geography: Situated at Boloven Plateau. Eastern part bordering with Vietnam is mountainous. (6) Transport: No airport, but Road No. 1 connects between Salavanh and Attaheu. (7) Other info.: Least populated and population density in the country.	Region: Southern 	Jurisdiction: 4 Districts  15-01 Lamarm 15-02 Kaleum 15-03 Dakcheung 15-04 Tateng

2. Education Statistics

1) LSE Enrollment: 8,803 (Female:4,186)	8) No. of LSS&CSS CR: 291 CRs
2) LSE School age population: 11,785 (F:5,915)	9) No. of semi-&permanent CR:204 CRs
3) LSE GER: 74.7% (F: 70.8%)	10) % of temporary CR of LSS&CSS:29.9%
4) No. of LSS: 29	11) PCR of LSS&CSS: 57.8 pupils
5) No. of CSS: 14	12) Other Info.
6) No. of PS: 203	
7) No. of PR/LSS&CSS: 4.7	

3. Characteristics

74.7% GER is the highest among the Southern Provinces, but it's still under the national average (78.1%). The priorities on facilities are: 1) construction and rehabilitation of classrooms to solve overcrowded situation; 2) rehabilitation of temporary classrooms and expansion of facilities of the schools whose enrollment is expected to increase. Kaleum and Dakchun Districts are the priority. PESS selects beneficiary schools based on the list prepared by DESB.

3 schools by EOJ GR Grant Assistance as well as 12 schools by JICA Community-based Grant Assistance are the Japanese cooperation. Just like Salavanh Province, Sekong Province is another target of JICA technical cooperation CIED 1&2.

ADB SESDP and U.S. Embassy are also partners.

4. Sample Pictures of School Facilities

			
1. Thong khene LSS by ADB SESDP	2. Science lab of Thong khene LSS, used as library	3. Student dormitory of Thong khene LSS	4. Renting room at Ban senoy LSS
			
5. Ban tiew CSS wooden school building	6. Temporary classroom of Ban tiew CSS	7. Teachers' residence of Ban tiew CSS	8. Temporary classroom of Hua meung LSS built with disposing materials

16. Champasack

1. Overview

(1) Provincial Capital: Pakse (2) Population: 691,000 (2014 estimate) (3) Area: 15,415km^2 (4) Population density: 44.8 persons//km^2 (5) Geography: Mekong River runs through the middle of the Province. (6) Transport: International airport connects to Vientiane and neighboring countries regularly. Road No. 13 runs along the Mekong leads to Cambodia. There is a land-link to Thailand as well. (7) Other info.: Pakse is the commercial hub in the South.	Region: Southern 	Jurisdiction: 10 Districts  16-01 Pakse, 16-02 Sanasomboon, 16-03 Bachiangchaleunsook, 16-04 Paksxong, 16-05 Pathoomphone, 16-06 Phonthong, 16-07 Champasack 16-08 Sukhuma, 16-09 Moonlapamok 16-10 Khong

2. Education Statistics

1) LSE Enrollment: 37,671 (Female:18,567)	8) No. of LSS&CSS CR: 1,457 CRs
2) LSE School age population: 59,846 (F:29,858)	9) No. of semi-&permanent CR:1,247 CRs
3) LSE GER: 62.9% (F: 62.2%)	10) % of temporary CR of LSS&CSS:14.4%
4) No. of LSS: 77	11) PCR of LSS&CSS: 41.0 pupils
5) No. of CSS: 76	12) Other Info.
6) No. of PS: 596	
7) No. of PR/LSS&CSS: 3.9	

3. Characteristics

GER of LSE in Champasack is 62.9%, as low as Savannakhet, wanting facility expansion as the top priority. The priority is given to expansion of classrooms and dormitories of existing schools rather than constructing new schools at less populated remote areas.

A Non-formal Education Center for the upper secondary level in Pakse is identified.

Japan constructed 3 schools by EOJ GR Grant Assistance and 17 schools by JICA Community-based GA. JICA technical assistance; ITSME and CIED 2 also support the Province. EQIP II, co-financed by ADB and SIDA, was another partner.

4. Sample Pictures of School Facilities

			
1. Pha naung dong LSS wooden school building in site of primary school	2. Overcrowded wooden classroom of Pha naung dong LSS	3. Attaching primary school built by Japanese GA	4. Hawi kong CSS borrowing from primary school built by community
			
5. Uplifted floor school building of Nong pha naun LSS	6. Large-sized 2-story building of Champasack CSS	7. IT lab of Champasack CSS	8. Library of Dontalath CSS

17. Attapeu

1. Overview

(1) Provincial Capital: Samackkhixay (2) Population: 141,000 (2014 estimate) (3) Area: 10,302km^2 (4) Population density: 13.7 persons//km^2 (5) Geography: Located at Southeastern border of the country contacting Vietnam and Cambodia. (6) Transport: No airport, but 3 hour drive from Pakse. Road No. 18 based from the Provincial Capital toward East up to Vietnam. (7) Other info.: active Vietnamese investment is recognized these years.	Region: Southern 	Jurisdiction: 5 Districts  17-01 Xaysetha 17-02 Samakkhixay 17-03 Sanamxay 17-04 Sanxay 17-05 Phouvong

2. Education Statistics

1) LSE Enrollment: 8,988 (Female:4,230)	8) No. of LSS&CSS CR: 275 CRs
2) LSE School age population: 13,993 (F:6,788)	9) No. of semi-&permanent CR:209 CRs
3) LSE GER: 64.2% (F: 62.3%)	10) % of temporary CR of LSS&CSS:24.0%
4) No. of LSS: 24	11) PCR of LSS&CSS: 55.5 pupils
5) No. of CSS: 13	12) Other Info.
6) No. of PS: 150	
7) No. of PR/LSS&CSS: 4.1	

3. Characteristics

As with the other Southern Provinces, GER stays at 64.2%. Priory on facilities are: 1) rehabilitation of temporary classrooms; 2) rehabilitation for rented classrooms; and 3) expansion of facilities accommodating overcrowded situation. Nevertheless, the Province doesn't practice 2-shifted classes. The Districts in poverty; Phouvong and Sanamxay are the priority Districts.

One school with a science lab and another school with a library exist.

Japanese assistance extends from 3 schools by EOJ GR Grant Assistance to 9 schools through JICA community-based GA.

Attapeu benefitted CIED 1 technical cooperation as well. ADB constructed PESS Office building.

4. Sample Pictures of School Facilities

			
1. Pha mouang CSS Unusable building due to collapsing risk with cracks	2. Temporary classroom without a window of Sanamxai CSS	3. Temporary classroom of Kham vong sa LSS built last year	4. RC building classroom of Vang xom phou LSS
			
5. Inside a class of Samakkhixay LSS	6. Temporary classroom of Ha long LSS	7. Wooden teachers' residence for 2 persons at Sompoy LSS	8. No wall temporary classroom of Sompoy LSS