MINISTRY OF EDUCATION

SECONDARY EDUCATION SECTOR DEVELOPMENT PROJECT (SESDP)

ADB Grant 2777/Loan No. 0257 LAO

INCEPTION REPORT
(September 2012)

Prepared by:

MOES,SESDP-PMU and Intem

Department of Secondary Education

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ABBREVIATIONS

ADB	= Asian Development Bank
ADF	= Asian Development Fund
AFS	= audited financial statement
APA	= audited project accounts
APP	= annual procurement plan
ASLO	= assessment of student learning outcomes
BESDP	= Basic Education Sector Development Program/Project
BC	= bidding committee
BOL	= Bank of Lao PDR
BOQ	= bill of quantities
CACIM	= Committee on Approval of Curriculum and Instructional Materials
COSO	= Central Operations Service Office (ADB)
CQS	= Consultants' Qualifications Selection
CRC	= camera ready copy
DMF	= design and monitoring framework
DESB	= District Education and Sports Bureau
DPEM	= Department of Private Education Management
DNFE	= Department of Non-formal Education, MOE
DOF	= Department of Finance, MOE
DOP	= Department of Personnel, MOE
DPPE	= Department of Pre-school and Primary Education, MOE
DTE	= Department of Teacher Education, MOE
ED	= educationally disadvantaged
EDGP	= Education Development Grant Program
EGP	= Ethnic Group Plan
ESDF	= Education Sector Development Framework
ESITC	= Education Statistics and Information Technology Center
ESQAC	= Education Standards and Quality Assurance Center
FMA	= financial management assessment
FMIS	= Financial Management Information System
FOE	= faculties of education
FTI	= Fast Track Initiative
FTP	= full technical proposal
GAP	= Gender Action Plan
IARS	= Imprest Account Reconciliation Statement
ICB	= international competitive bidding
ICS	= individual consultant selection
ICT4LE	= information communication technology for Lao PDR education
IEC	= Inclusive Education Center, MOES
IAD	= Insitute of Admininistration and Development
IFB	= invitation for bids
IRR	= implementing rules and regulations
LSE	= lower secondary education
M&E	= monitoring and evaluation
MOE	= Ministry of Education
NCB	= national competitive bidding
NESRS	= National Education Sector Reform Strategy
NGO	= nongovernment organizations

PMIS	= Personnel Management Information System
PMO	= Prime Minister's Office
PEACO	= Private Education Advisory Council Office
PrMO	= Procurement Monitoring Office, Ministry of Finance
PREI	= Procurement Review for Effective Implementation
PAM	= Project Administration Manual
PPTA	= project preparatory technical assistance
PESS	= Provincial Education and Sports Service
PPA	= pupil-parent association
QA	= quality assurance
QCBS	=quality and cost-based selection
RIES	= Research Institute for Educational Science
SAO	= State Auditing Office
SBD	= standard bidding document
SEAP	= Secondary Education Action Plan
SESDP	= Secondary Education Sector Development Program
SHEP	= Strengthening Higher Education Project
SOE	= statement of expenditure
SOQ	= Schools of Quality
SPA	= secondary pedagogical adviser
SPS	= Safeguard Policy Statement
SPRSS	= Summary Poverty Reduction and Social Strategy
TEI	= teacher education institution
TOR	= terms of reference
TQPM	= teacher quality and performance monitoring
TTI	= teacher training institutions
USE	= upper secondary education
VEDC	= village education development committee

A. INTRODUCTION AND BASIC DATA

1.1 SESDP

The <u>Grant Agreement</u> (*Grant 0257)* for the Secondary Education Sector Development Project (SESDP) was signed between the Asian Development Bank and the Ministry of Education and Sports (MOES) of the Lao People's Democratic Republic on November 15, 2011. The objective of the Project is to enhance equity, quality, and efficiency of secondary education in Lao People's Democratic Republic (Lao PDR). The following are the SESDP components:

Component 1: Expanded Access to Secondary Education
Component 1.1. Classroom provision to expand physical access
(a) Constructing new LSE schools in underserved areas within each of the 30 target districts;
(b) Building USE classroom block at each of 15 existing school sites; and
(c) Providing furniture packages.

Component 1.2. Direct support for disadvantaged students
(a) Carrying out a baseline study to identify candidates for LSE and USE stipend support;
(b) Providing 4-year stipends for selected poor LSE entrants; and
(c) Providing 3-year stipends for selected poor USE entrants.

Component 1.3. School-level support to enhance equitable access
(a) Constructing, and implementing community management of low-cost dormitories;
(b) Providing remedial support, targeting boarders in particular; and
(c) Providing school-level access grants.

Component 2: Improved Delivery of New SES Curricula

Component 2.1. Pre-service training and placement of new SES teachers.
(a) Supporting MOE in developing pre-service teacher training curricula and introducing a TTI quality assurance system;
(b) Strengthening TTI capacities and instructional resources;
(c) Pilot testing in selected districts of a new placement scheme to attract new science teachers to LSE schools in poor and remote areas; and
(d) Developing procedures, manuals, and monitoring and evaluation tools for teacher recruitment and utilization planning.

Component 2.2. In-service teacher training and support.
(a) Supporting MOES' nationwide teacher training rounds in each of 2012-2016;
(b) Expanding MOES' capacity to develop ICT-based materials particularly those to support teachers and teacher training;
(c) Developing capacity for secondary pedagogical advisors nationwide via inclusion in training-of-trainers for the in-service training, and annual experience-sharing meetings;
(d) Pilot testing a new initiative to equip secondary pedagogical advisors in 5 districts with laptop computers and ICT materials, along with other support; and
(e) Providing grants to allow about 30 LSE science teachers to complete upgrading to bachelor degree level.

Component 2.3. New curriculum materials. Supporting printing and nationwide distribution of textbooks and teacher guides for the final 2 years of the new LSE curriculum to all schools

teaching grades 8-9 and TTIs, and developing, printing, and distributing nationwide new USE curriculum materials to all schools teaching grades 10-12.

Component 2.4. Teaching and learning equipment and materials. Providing packages of teaching and learning resources to selected new LSE schools and USE classroom blocks.

Component 2.5. Support for improved student assessment. Providing technical support to MOE to strengthen national examinations for LSE and USE completion (grades 9 and 12), and supporting development of the assessment of student learning outcomes protocol for grades 9 and 12.

Component 3: Strengthened SES Management

Component 3.1. Support for enhanced subsector analysis
(a) Carrying out further institutional analysis of SES;
(b) Supporting nationwide LSE and USE school network mapping to identify unmet demand and guide planning for future network expansion;
(c) Strengthening and integrating existing management information system modules, in particular related to management of SES; and
(d) Supporting needs analysis and planning for the districts targeted under Component 1.

Component 3.2. Capacity building for SES staff at all levels.
(a) Providing a phased and multimodal capacity building program for education sector staff at all levels;
(b) Developing and launching the strategy for effective communication within the MOE system and to the public;
(c) Carrying out policy dialogue to revise the existing decree on private education, and mobilization of private (including non-profit) actors' support to SES; and
(d) Developing the MOE's policy and strategy on low-cost ICT to support teaching, learning, and school management.

Component 3.3. Community engagement in school support and management.
(a) Establishing or reconstituting pupil-parent associations within schools to be supported under Component1;
(b) Building capacity of the pupil-parent associations to support their management of stipends and access grants; and
(c) Strengthening the pupil-parent associations' broader roles in expanding local enrolment and school management.

Component 3.4. Monitoring and evaluation. Providing capacity building and other support for monitoring and evaluation of all project activities.
Component 3.5. Project management support. Providing overall support to the Project management.

1.2 Basic Data

Relevant Project Data are shown below:

PROJECT TITLE	SECONDARY EDUCATION SECTOR DEVELOPMENT PROJECT (SESDP)
BENEFICIARY	Lao People's Democratic Republic
EXECUTING & IMPLEMENTING AGENCY	**The Ministry of Education** and Sports (MOES) is the EA for the SESDP. SESDP PMU of the Department of Secondary Education (DSE) was constituted in August 5, 2011 and is responsible for implementation of the education component.
ESTIMATED PROJECT COST	SESDP consists of (i) a program loan (Loan 2777-LAO) of $10 million equivalent, and (ii) a project grant (Grant 0257-LAO) of $30.00 million.[1]
PROJECT FINANCING STATUS	*Grant Status* ***Contracted Amount:***, including direct payment: Total: USD6.21 Million; ***Disbursed to date[2]***, including direct payment: Total: USD2.36 Million Undisbursed to date: USD26.4 Million *Loan Status* The first loan tranche of $5 million will be released by end of will be released by end 2015 upon fulfillment of 10 policy conditions.
DATE OF APPROVAL by ADB	20 September 2011
DATE OF SIGNING	15 November 2011
DATE OF EFFECTIVENESS	9 January 2012
CLOSING DATE	30 June 2019
DATE OF LAST ADB MISSION	19-27 March 2012
PROJECT'S PROGRESS	Set against the elapsed implementation period of about 13%[3] (12/93), the Grant Project has achieved cumulative contract awards of $6.21 million (21%) and cumulative disbursements of $2.36million (8%) including advances made in the imprest account against the total grant amount of $30 million as of September 24, 2012.

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[1] Figures noted refer to ADB financing and exclude Government counterpart funding estimated at $2.36 million.

[2] As of March 12, 2011.

[3] Time elapsed is based on the date of Loan Approval (20 September 2011), at 12 months time past as of 20 September 2012 over a period of 80 months (68 months plus 12 months extension) project duration.

1.3 Performance target/indicators[4]

Performance target/indicator	Status (as of_____)	Rating
Outcome		
By 2018: • percentage of female primary school graduates that enter LSE in poorest districts at least 81% (baseline 76% in SY 2009/10)		
• at least 75% secondary teachers qualified (baseline 68% in SY2009/10)		
• LSE survival rate to grade 8 rises o 89% for girls and 87% for boys (baseline 79% for girls and 77% for boys in SY 2007/08), raising internal efficiency		
• Survival rate from grade 6 through completion of grade 11 rises to 66% for girls and 64% for boys (baseline 51% for girls and 49% for boys in SY2007/08)		

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[4] Under discussion for revision.

B. UTILIZATION OF FUNDS

2.1 SESDP Start Up

The Project is currently working to fulfill various policy conditions as required by the end of 2013 for the release of the first tranche of the loan ($5 M). Please see the **loan summary** below:

Loan Summary   All active public sector loans as of 24 Sep 2012

All values are in Thousands of USD Equivalent

	Net Loan Amount	Contracts Awarded	Disbursements	Undisbursed Loan Balance
Total	9,745	0	0	9,745

Set against the elapsed implementation period of about 13%[5] (12/93), the Grant Project has achieved cumulative contract awards of $6.21 million (21%) and cumulative disbursements of $2.36 million (8%) including advances made in the imprest account against the total grant amount of $30 million as of September 24, 2012. The Grant summary per below:

Grant Summary   All active grants as of 24 Sep 2012
All values are in Thousands of USD Equivalent

Advance Grant Options >>

	Net Grant Amount	Contracts Awarded	Disbursements	Undisbursed Grant Balance
Total	30,000	6,210	2,359	27,641

BUDGET SUMMARY BY CATEGORY

Amount in US$ as of 01 Oct 2012

Category Code	Category Name	Allocation	% Financing
3101	5A Consulting Srvs (Int'l Consultants)	3,911,000.00	100
3102	5B Consulting Srvs (Nat'l Consultants)	1,402,500.00	100
3103	5C Consulting Srvs (Prof-Level Local Cntrct Staff	465,000.00	100

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[5] 21%/13% =1.62. The Project will submit until December withdrawal applications worth $1.9 million (M3 Teacher Training = $1.3M + $0.6M from consulting services).

3201	01 Works		5,577,605.00	100
3601	02 Furniture & Equipment		2,618,999.00	100
3701	03 Teaching& Learning Materials		4,888,602.00	100
3801	04 Training& Professional Development		4,686,772.00	100
3901	7A Proj Mngt (Logistical Support & Miscellaneous)		648,900.00	100
3902	7B Proj Mngt (Monitoring & Evaluation)		412,500.00	100
4801	6A Stipend & Other Grants (Stipend Program)		1,267,200.00	100
4802	6B Stipend & Other Grants (Access & Other Grants)		240,750.00	100
4803	08 Unallocated		3,880,172.00	100
		TOTAL	**30,000,000.00**	

Source: ADB LFIS

GRANT FINANCIAL STATUS BY CATEGORY

Amount in US$ as of 24 Sep 2012

Category	Allocation	Contracts	Disbursed Contracts	Undisbursed Contracts	Uncommitted Amount	Undisbursed Amount
3101	3,911,000	5,208,916	0	5,208,916	-1,297,916	3,911,000
3102	1,402,500	184,672	0	184,672	1,217,828	1,402,500
3103	465,000	36,000	9,000	27,000	429,000	456,000
3201	5,577,605	0	0	0	5,577,605	5,577,605
3601	2,618,999	0	0	0	2,618,999	2,618,999
3701	4,888,602	743,695	0	743,695	4,144,907	4,888,602
3801	4,686,772	21,433	21,434	-1	4,665,339	4,665,338
3901	648,900	15,201	3,201	12,000	633,699	645,699
3902	412,500	0	0	0	412,500	412,500
4801	1,267,200	0	0	0	1,267,200	1,267,200
4802	240,750	0	0	0	240,750	240,750
4803	3,880,172	0	0	0	3,880,172	3,880,172
Sub-Total	**30,000,000**	**6,209,917**	**33,635**	**6,176,282**	**23,790,083**	**29,966,365**
Pending Claims						
O/S Advances			2,325,087	-2,325,087		-2,325,087
Pending Variation						
TOTAL	**30,000,000**	**6,209,917**	**2,358,722**	**3,851,195**	**23,790,083**	**27,641,278**

Note: Amounts under Contracts, Disbursed and Undisbursed Contracts in the above table include Commitment Letters.

C. PROJECT PURPOSE

3.1. Assessment of Project Scope

The Loan (of $10.0 million equivalent) and Grant (of $30.0 million) Agreements for the SESDP were signed on 15 November 2-11 and the SESDP became effective on 9 January 2012. The program loan is scheduled to be closed by 31 December 2016, and the project grant is scheduled to be physically completed by 31 December 2018 and closed by June 2019.

SESDP was designed based on prior ADB support for SES reforms under the Basic Education Sector Development Program (BESDP), which is nearing completion. SESDP was designed to seamlessly dovetail with BESDP's support to SES curriculum reform, providing assistance to MOES to complete the introduction of the new 4-year LSE curriculum by 2013/17. The reforms are viewed as critical in extending Lao PDR's system of primary and secondary education to international standard of 12 years in duration, and at the same time ensuring that SES curriculum is relevant to the needs of the evolving economy amidst rapid transformation and modernization, thus promoting inclusive growth and development.

For Output 1 on Expanded Access to Secondary Education, SESDP targets 15 out of the 17 provinces in Lao PDR. This is practically all of the provinces except Champassack and Vientiane Capital. On the other hand Output 2 on Improved Delivery of New Secondary Education Subsector Curricula will be nationwide except for sub-output 2D on teaching and learning equipment and materials which will provide packages of teaching and learning resources to the 30 new LSE schools and 15 USE classroom blocks. Key priorities will include materials for teaching physics, biology and chemistry, as well as library resources. Output 3 on Strengthened Secondary Education Subsector Management focusing on 5 outputs will mostly be nationwide in scope except under sub-output 3D on impact evaluation which will center on the LSE stipend program in 30 noted districts.

After the project ends, lessons drawn from the process by which the Project was organized and implemented and how it adopted over time would likely be valuable as teaching and organizational development aid or model to similar programs in other education sub-sectors.

3.2 Institutional and Management Arrangements

Roles and responsibilities of project implementation organizations are as described below:[6]

Project Implementation Organizations - Roles and Responsibilities

Project implementation organizations	Management Roles and Responsibilities
Executing Agency	MOES will serve as the *Executing Agency* (EA) for the SESDP, in coordination with other agencies as needed. As EA, MOES shall ensure that relevant staff involved in implementation are fully aware of, and comply with, relevant Government and ADB procedures including, but not limited to, those for implementation,

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[6] PAM, p. 21.

procurement, use of consultants, disbursement, reporting, monitoring, and prevention of fraud and corruption.

MOES Steering Committee Chair - Minister, MOE	The *MOES Steering Committee* will provide senior-most supervision, guidance, and cross-agency coordination to SESDP, particularly on policy program issues. The MOES Minister will chair the Steering Committee, which will also liaise with other government agencies at a senior level, as needed on major policy or reform issues.
SESDP Supervisory Committee	An *SESDP Supervisory Committee* will support ongoing policy dialogue and coordination of SESDP's implementation across MOES departments, as well as dealing with any particular issues tasks that arise (e.g., surrounding procurement). The Committee will be co-chaired by Director Generals of the MOES Departments of Planning and Cooperation and Secondary Education.
Department of Secondary Education	The *Director General of the MOES/DSE* will serve as *Program Director*, and will facilitate policy dialogue across MOE units (i.e., departments, institutions, etc.) and with other agencies as appropriate; supervise and oversee project implementation at the central and sub-national levels; mobilize professional staff to support project implementation; review and endorse any requests and documents within his\her jurisdiction during project implementation (e.g. approval of bidding documents, bid evaluation results and contract awards for contracts procured by PMU; approval of overall and detailed implementation plans and cost estimates); and submit periodic and ad hoc reports on project performance as required by ADB and concerned agencies.
Project Management Unit Head MOES Technical Assistants (3) Procurement Officer (LQ) Finance Officer (LQ) Monitoring and Reporting Officer (LQ)	Established within DSE and reporting to the *Program Director*, the *Project Management Unit* (*PMU*) will provide overall management of all aspects of implementation of the SESDP, ensuring compliance with loan and grant covenants, relevant ADB policies, and PAM, as well as alignment with the project design (excepting agreed modifications), the GAP, and EGP, and other agreements. Specific areas of responsibility will include: (i) overall planning; (ii) monitoring and evaluation; (iii) social safeguards; (iv) administration, including procurement, disbursement, and accounting; and (v) ensuring independent auditing. The *PMU* will supervise and be supported by project-financed consultants, and will coordinate the work of individual *Implementing Units* (IUs), noted below. The PMU will also serve as focal point for periodic reporting, submission of annual or periodic work plans and other proposals, and liquidation and provision of other documentation to ADB. Detailed TOR for the PMU will be defined in an MOES decree before effectiveness and included in agreed revisions of the PAM.
Implementing Units	Implementing *Units* will be responsible for implementing and supervising certain groups of project activities, determined in alignment with their responsibilities. Each IU will be headed by the Director General of the lead department/institution in MOES as indicated in the Project Organization Structure. IUs will propose work plans annually or as needed to the PMU, and will report quarterly or as needed to the PMU. They will also be responsible for submitting to the PMU materials to support liquidation of

allowable expenditures and other required documentation. Membership and TOR of each IU will be defined in an MOES decree before effectiveness, and included in agreed revisions of the PAM.

Provincial Implementation Units (within PES)	A Deputy Director will head the *Provincial Implementation Units* will oversee overall project implementation at the provincial and sub-provincial levels. To ensure support to all SESDP initiatives, they will have membership from each section (operational division) within the PESS, with TOR to be defined in an MOES Decree before effectiveness.
Pupil-Parent Associations	In target schools supported under Output 1, *pupil-parent* associations (PPAs) will be responsible for the management of stipends and access grants
ADB	ADB will approve procurement activities and withdrawal applications, disburse funds for allowable expenditures, supervise project implementation and compliance with the Loan and Grant Agreements and PAM, and conduct periodic reviews to assess progress towards Program outcome, outputs, and expected deliverables, as well as the GAP and EGP. ADB's Southeast Asia Human and Social Development Division will directly oversee SESDP, in close coordination with the ADB Lao PDR Resident Mission, which will additionally provide front-line support to ongoing policy and donor dialogue, project-specific trouble-shooting, etc.

10.b   Key Persons Involved in Implementation

Executive Agency

Ministry of Education and Sports	Mr. Ly Foung Director General, Department of Secondary Education Ministry of Education and Sports Telephone: (856-21) 219-634 Fax: (856-21) 223-262 Email address: l.foung@yahoo.com
Vientiane, Lao PDR	

ADB

Human and Social Development Division	Leah Gutierrez, Director Telephone No. (63-2) 632-6853
Mission Leader	Christopher A. Spohr, Senior Education Senior Education Economist Telephone No. (63-2) 632-4460 Email address: cspohr@adb.org

The PMU will provide overall management of all aspects of implementation. The PMU will supervise and be supported by project-financed consultants, and will coordinate the work of individual implementing units (IUs). It will also serve as focal point for periodic reporting, submission of annual or periodic work plans and other proposals, and liquidation and provision of other documentation to

ADB. Detailed TOR of the PMU will be defined in an MOE decree before effectiveness. The DESB roles and responsibilities related to SESDP will include supporting the establishment of PPAs, liaison with kumbans and village authorities, distribution of textbooks to schools, with schools selecting teachers for in-service teacher training and M&E. A provincial implementation unit will be established in each PES headed by a PES deputy director and with delegated members of the technical sections (provincial unit for construction and development assistance, finance, teacher development, secondary education section and others, if appropriate, to the provinces' tasks under SESDP). Please see below the latest updated organizational chart of the PMU (as of September 2012):

Insert latest PMU org Chart here

Within the MOE, the PMU has 10 staff, namely: (i) Project Manager; (ii) 2 Deputy Heads; (iii) procurement staff/Project Engineer, (iv) Project Accountant, (v) Monitoring Staff–still to be recruited; (vi) administrative staff; (vii) secretary and 2 government technical staff who provides daily administrative and clerical/logistical support to the other IUs within the ministry and to PESS and DESBs The PMU and DOF in coordination with DPC serve as the prime movers of all Project activities. The IUs within the Ministry are responsible in executing activities programs directly relate to their functions. They meet regularly and the meetings are chaired by the DG of DSE who also serves as the Project Director.

Coordination of the Project at the provincial level is the responsibility of the PESS with administrative support from central PMU, particularly the Provincial Units for Schools Construction/Rehabilitation and Development Assistance (PUCDA). The PMU and corresponding IUs provide technical guidance and directives to PESS persons-in-charge of Project's components and PUCDA such as civil works, scholarships, teachers training, etc.

At the MOE level, there are various Implementing Units (IUs) coordinated by the Project Manager. At the provincial level, the Provincial Education and Sports Services (PESS) in 15 provinces supported the civil works components of the Project and assisted in the distribution of textbooks and coordination of the SSSP (secondary student stipend program) and the SAGP school access grant program. 30 DEBs in 15 SESDP provinces will support project implementation and monitoring of activities for LSE schools while another 15 will support USE schools.

3.3 Assessment of immediate development objectives

The objective of the Project is enhanced equity, quality, and efficiency of secondary education in Lao People's Democratic Republic. Three outputs have been designed to achieve the expected outcome: (i) expanded access to secondary education; (ii) improved delivery of new secondary education subsector curricula; and (iii) strengthened secondary education subsector management.

SESDP work has just started and work will be geared towards the delivery of the three outputs.

3.4 Assessment of changes to the key assumptions and risks that affect attainment of the development objectives

Please note that no change has been made on key assumptions and risks that affect attainment of development objectives.

3.5 Other project developments

No adverse environmental and social impacts have been caused by SESDP implementation or have affected its implementation.

D. IMPLEMENTATION PROGRESS AND NEXT STEPS

Tell me and I'll forget.
Teach me and I'll remember.
Involve me and I'll learn.
-Ben Franklin

Strong project ownership is aimed during progress of project implementation so the SESDP team has already completed two important activities aimed at increased understanding and awareness and strengthened project ownership and accountability by SESDP implementing units.   The Pre-inception workshop, attended by all implementing units at the MOES was conducted in September 1, 2012 followed by an Inception Workshop conducted in October 1-3, 2012 which was attended by the Central IUs, with the PES and the DEB.   Together, the units understood their roles and responsibilities under the Project based on targeted outputs and planned critical next steps.

Please see Project description, status, implementation strategies and action plans by Output and sub-outputs below:

4.1 OUTPUT 1.   EXPANDED ACCESS TO SECONDARY EDUCATION

The Project will expand LSE and USE access through a range of interventions focused in 30 targeted districts, selected based on meeting two key criteria determined by MOE during the PPTA: (i) being officially defined by the government as ‗poorest' district, and (ii) being classified by MOE as ‗educationally disadvantaged'.₃ For construction of new LSE schools (see sub-output 1A), site selection will depend on additional criteria including (i) being situated on acceptable government-owned land (that does not currently host an existing permanent LSE school) that will not involve any resettlement or any adverse environmental impacts; (ii) the site's selection is supported by the *kumban* (village cluster); and (iii) meets a set of technical conditions (Appendix 2).

Output 1A.   Expanded Access to secondary Education (LSE and USE)

Output 1A1. 30 New LSE schools (4 classrooms+1multi-use room + teacher room +sex – segregated sanitation facilities) each with low cost dormitory

Description. A 4+1+1 design will include 4 classrooms, a multi-use room that supports science teaching and provides space for a library, and a teacher-resource room. Schools will also be provided with a reliable supply of electricity and potable water and sex-segregated toilets/sanitation facilities. Furniture and teaching and learning material will be also provided to all the 30 new LSE schools

Status. To date, the SESDP' School Architect is assisting ECDM to Design **LSE** schools. Designs will be similar to those developed under BESDP with minor adaptation, if necessary, and will ensure access to disabled children.   BESDP design customization will include the following: (i) provision for change of trusses from steel to concrete or wood trusses, so that it will be much easier for the Contractor to source locally available construction materials.   Per BESDP experience, some Contractors found it hard to source steel trusses for the building;   and, (ii)

addition of two columns and extension of roof to accommodate bench areas for students during vacant period.

Site validation was conducted both for 30 new LSE schools and 30 new dormitories in existing LSE within the 30 SESDP target Districts. A review the list of sites was completed in September 25th and was confirmed during the Inception Workshop on 1-3 October 2012.

The consultants, the ECDM and PMU agreed on the criteria for prioritization for the first batch of construction in 2013 for new schools and dormitories. Provincial readiness was highly considered in terms of the following criteria:
- o   Government owns the land for the school site,
- o   UXO clearance by the province,
- o   Certification by PESS to deploy teacher to the new school,
- o   Certification by PESS to establish a PPA within one month after the school opens.

Aside from the above mentioned criteria, another set of guidelines was prepared to address the issues of safety for students and teachers alike for climate change adaptation and disaster risk readiness.

Certificate of Ownership (title)

Lot Plan with technical description

Topography map indicating :
   - existing buildings
   - source of water
   - critical areas
    -all weather right of ways (access)
   - Source of Electricity

Geology and Soil Bearing Tests results

UXO Clearance
Meteorological record for the last 10 years (flooding and rainfall)

-Certification that the area is not in flood zone

Clearance from the Ministry of Power and Mining(erosion and landslide)
 - Certification that area is not in earthquake zone
 -Certification that area is not in landslide area and erosion areas
 -Certification that area is free of dwelllings

Issues.   During the site validation mission, not all sites were visited due to the onset of the rainy season. The sites not visited are in very remote areas. However, during the Inception Workshop conducted last October 1-3 attended by the district representative and PES directors, most of the missing data were provided.

There is a need to replace the Local Architect as the one proposed in the original line-up has recently transferred to another province.   Candidates have been shortlisted and the proposal for the replacement will be sent to ADB for concurrence.

Implementation Strategy/Strategies. Provincial PUCDA (Provincial Unit for Civil work Design) will be involved in the design steps by a number of capacity building workshops. Procurement of LSE civil works will follow the procurement plan in PAM. The PES will be responsible for the process supported by the PMU, following the announcement by MOES (PMU). SESDP civil works will also uphold the Core Labor Standards.

Site Validation was already conducted and the identified sites were confirmed at the Inception workshop with the PESS and DESB.

Annex A shows the list of proposed new LSE school sites for Phase 1 construction.   The List was carefully examined to ensure that the new sites proposed properly meet the criteria set forth in Annex 2 of the PAM.   It has been noted that new sites should be selected and if ever, sites offering M1 and M2 without any permanent school building structure maybe considered.   Based on this, only 16 out of the 30 proposed sites passed the criteria for Phase 1 construction. These are:

Number	Province	Number of Schools
1	Luang Namtha	1
2	Savannakhet	4
3	Saravanh	1
4	Phongsaly	1
5	Vientiane	1
6	Bolihamxay	1
7	Houaphan	2
8	Luang Prabang	1
9	Attapeu	2
10	Sekong	2
11	Total	16

LS schools in the five remaining provinces (Xiengkhouang, Sayabouly, Oudomsay, Bokeo and Khammouane) will be programmed as soon as the PES concerned are able to select new sites based on set criteria in the PAM.

Action Plan

- To complete the design of buildings and furniture in the 4th Quarter of 2012 and start the Bidding process by December 2012.

- To start the construction of the first batch of LSE in March 2013. The first batch of new LSE Schools (Model 1 as in PAM) should be ready in August 2013 and furniture be delivered to these schools at this date.
- To complete the discussion with stakeholders on the design and the criteria for first batch of civil works that should be adopted by MOES at the end of December 2012.

- To complete the 2nd batch of construction of LS schools during the Workshop on design confirmation planned in the 1st week of November 2012.

Work Plan for Output 1A1

No.	Activity	Proposed Schedule
1	Initial coordination meetings with PMU	Sept. 17 - 21
2	Coordination meetings with ECDM	Sept. 17 -21
3	Coordination meeting with the local architect Consultant	Oct. 01
4	Preparation for the pre-inception workshop	Sept. 17 -21
5	Finalization of baseline data of all school sties	Sept. 24 -26
6	Site inspection	October 8 -9
7	Inception report workshop	Oct 1 – 3
8	Finalization of Inception Report	Oct 3 -7
9	Internal discussion on the designs	Oct 4 -5
10	Coordination meeting to review of revised designs existing school plans (with local architect and ECDM) for LSE/USE	Oct 10 -12
11	Workshop to get endorsements of LSE/ USE designs and specifications for new schools, dormitory and furniture (with local architect and ECDM/PUCDA/PES	Oct 22 – 26
12	Review and evaluation and final editing of LSE/USE schools and dormitory designs	Oct 29- 31
13	Finalization of production of plans and specifications for school designs, dormitory designs and furniture designs	Nov 1 -7
14	Submission to and evaluation by ADB	Nov 8-9-
15	Workshop for the Development of Manual on Facility Management and	Nov 21-23

	Maintenance of LSE/USE dormitories and furniture	
	Presentation of final ADB-approved designs	
16	Submission of manual for approval by ADB	Nov 24-Dec 5

Output 1.A.2   facilities for USE classes and 1 low cost dormitory at 15 existing SE schools

Description. USE classroom construction will either expand an existing LSE school into a complete secondary school or will expand USE classrooms in an already complete secondary school. Facilities will be provided at 1 site in each of 15 provinces holding the target districts, at agreed sites selected to enhance equity and accommodate large numbers of Grade 9 graduates. USE classroom blocks (at existing public school sites) will indicatively include a 3+1+1+1 design (3 classrooms, a dedicated laboratory, a multi-use room, and a teacher-resource room), electricity, water supply and sex-segregated toilets accessible to disabled children.

Status. To date SESDP School Architect**s** are assisting the ECDM and the PMU to design LSE and USE schools that will ensure access to disabled children.

Issues. School mapping for secondary education has not started and will be conducted later alongside the baseline survey for USE.

Implementation Strategies. Training will be provided by the PMU with support from the IEC and ESITC for provincial and district staff to establish/confirm baseline data of existing schools with LSE Grades M1-M4, including gender, ethnic group and language used at home, and approximate distance/time to the nearest school with grades M10-12. Information about out-of-school children aged 13-16 will also be collected. The information collected in the USE baseline will be used by provinces to identify potential sites for new USE construction, and to prepare a comprehensive list of Grade 7 students in 2011/12 who will form the pool of Grade 9 students in 2013/14 for possible USE stipends in 2014/15.

Provincial PUCDA (Provincial Unit for Civil Work Design) will be involved since the design steps by a number of Capacity Workshops. Procurement of USE civil works will follow the procurement plan in PAM; the PES will be responsible for the process supported by the PMU, following the announcement by MOE (PMU). SESDP civil works will also uphold Core Labor Standards.

Action Plan (Please refer to the Work plan for Output 1A presented above.)

Output 1A3: Furniture packages for 30 LSE and 15 USE schools

Description: The new 30 LSE schools and 15 USE classroom blocks will be provided with basic furniture packages. In addition they will be provided with equipment packages under Output 2 to support the new M3–M7 curricula (see 2D1 and 2D2). Procurement of LSE and USE furniture and equipment will follow the procurement plan in Section VI.B, organized by the PMU.

Status: SESDP Civil work consultants are assisting the ECDM, PMU and DSE in the design of LSE and USE schools furniture. For LSE furniture, the design of BESDP will be used. The design should be completed end 2012 and adopted by MOES.

Implementation Strategy/Strategies: Bid packages will be clustered into group of provinces and districts to make them cost effective and attractive to contractors. Local contractors should be encouraged to bid.

Action Plan (See the table above)

Output 1.B   Direct Support for Disadvantaged Students

Output 1B1 LSE Baseline in 30 districts

Description.   The IEC will support the PMU in re-confirming/ validating the baseline data on incoming M4 students in LSE in consultation with the DEBs and PES (PAM, p. 3, paragraph 12)

Status.   Baseline data in 30 districts with list of students completed; final selection of 30 new LSE schools and 30 existing schools in progress. The list of LSE dormitories and PPAs are ready.

Issue.   Need to involve PES, DEBS, PPAs and PMU on validating the students' list and updating the assessment of dormitories and PPAs

Implementation Strategy

1. Draft and propose a workshop design with IEC for expanded consultation with PES and DEBs on the stipend and dormitory guidelines. Confer with other IUs and consultants on the feasibility of joint consultation workshop on related guidelines to be included in the agenda by October 3, 2012
2. Prepare and submit NOL on the expanded workshop for approval by ADB through the PMU by September 29, 2012.
3. If NOL is approved, workshop invitation and logistics preparation mobilized by October 26, 2012.
4. **Conduct an expanded consultation with Provincial and District Partners on Guidelines for Stipend, Dormitory, and Validation of Baseline Data on the 3rd week of November 2012.**
5. **Follow-up and mobilize PES and DEBs on agreed action plan during the workshop especially on list of students-at-risk of dropping out (SARDOs) from teachers, and validation on-site by PPAs and VEDCs between January to April 2013.**

1B2 LSE / Secondary Schools Stipend Program (SSSP) Criteria and Guidelines submitted to MOES for approval by 2013

Description.   Development and finalization of the criteria and process for the SSSP that will provide student stipend targeting at least 80 % from ethnic groups and 50% of who are girls. The Guidelines will be finalized in consultation with multi- stakeholders at provincial, district and community levels.

Status. The first draft of SSSP Guidelines (including criteria, process flow and fund computation) was developed with the IEC. A draft proposal for a 3-day multi-stakeholder consultation to present the

SSSP Guidelines and other similar guidelines with the PESS, DEBs and national partners is submitted for approval for its implementation in November 6 -8, 2012 to present the SSSP Guidelines for improvement.

Issues. Consider a joint workshop of IEC and DSE with PES , DEBs, school officials of target sites and PPAs to review and finalize the drafts of various guidelines on stipend, access grant, dormitories and pupil-parent associations.

Implementation Strategy:

1. Present draft guidelines to PES, DEBs and PPAs in an expanded consultation workshop for comments before submission of final draft to MOES for endorsement by week 4 of November 2012
2. Submit final draft of SSSP Guidelines to MOES for endorsement to the Prime Minister's Office by end of November 2012.
3. Develop a design for multi-stage capacity building program for local officials and communities to support stipend program by Nov 30, 2012
4. Upon issuance of the PMO decree adopting the SSSP Guidelines, organize and conduct the series of 3 capacity building workshops for school and district-level partners are targeted in May 2013.

Action Plan for Output 1B1: Lead Implementing Unit: Inclusive Education Center

	Activity (1)	Expenditure Item	Proposed Participants (3)	Proposed Schedule (4)	Proposed Budget ($) (5)
1	Multi-stakeholder Consultation with Provincial and District Partners on Guidelines for Stipend, Dormitory, and Validation of Baseline Data	Workshop 1	120: 15 Provincial Education Service (PES), 60 District Education Bureaus, 30 PPAs and 15 representatives of Implementing Units and national stakeholders (IEC, DSE, DOF, PMU, Lao NCAW, LWU)	November 5 – 9, 2012 in Thalad	29, 400
2	Develop and implement a multi-stage capacity building program:				
	P1B1 (i) SESDP Launch for MOE Provinces on SSSP Guidelines and Selection of Target Students	Workshop 2	80 (5 MOE, 5 Provinces, 2 per 10 central districts	Wk1, May 2013 (3 days + 4 travel days (Vientiane)	19,600
3	P1B1 (ii) SESDP Briefing of Participating Districts on SSSP	Workshop 3	60 (5 MOE, 5 Provinces, 2 per southern districts)	Wk2, May 2013: (3 days+4 travel (Savannakhet)	14,700

	Guidelines and Selection of Target Students				
4	P1B1 (iii) SESDP Briefing of Participating Districts on SSSP Guidelines and Selection of Target Students	Workshop 4	60 (5 MOE, 5 Provinces, 2 per northern districts)	Wk 3, May 2013: (4 days+4 days (Oudomxai)	14,700
IC3: Development of Dormitory Guidelines: Policy on SES dormitories developed by 2016 (Agenda to be included in Workshop 1)					
	Sub-total				**78,400**
5	Life Skills training for batch 1 of teacher-boarders	Workshop	60 (2 per 30 LSE schools x 4 workshop-days + 3 travel-days	**July or August**	**14,700**
6	Office equipment to support workshops, monitoring and documentation		2 desktop computers x 8,000,000	1	2,000
			1 computer notebook x 8,000,000	1	1,000
			1 printer x 5,000,000	1	625
			1 camera x 4,000,000	1	500
	Sub-total for Equipment				4,125
	Grand Total				**97,225**

Output 1.C   School Level Support to enhance Equitable Access

For students in the 30 new LSE schools and 30 existing schools (LSE Models 1 and 2): i.e., a total of 60 paired (sex-segregated) LSE dormitories will be built. For the 30 existing LSE schools receiving LSE Model 2 support, subject to detailed planning, it is foreseen that construction of the basic structure will generally be included in the construction contract for the nearest new LSE school site under SESDP. Communities will then provide supplementary labour and materials (e.g., using local materials to construct non-load-bearing divider walls, etc.), as well as on-going maintenance. Appropriate arrangements will be made for adult supervision by providing accommodation for a male and a female teacher within the dormitory to be constructed with Project support. Cooking and feeding will be arranged through community management guidelines.

Output 1C1   Low cost community managed dormitories in 30 new schools

Description: In the 30 sites receiving LSE Model 1 support, school construction contracts will include dormitories basic structure (i.e., concrete base, structural pillars, and roof). Each sex-segregated Dormitory will have a capacity to accommodate 50 students (25 girls and 25 boys).

Status. An architect- consultant on school building design is assisting the ECDM/PMU to design the dormitory.

Issues

- Community managed dormitory or low-cost dormitory is a new concept to explore in Lao PDR. The issues discussed in many meetings between consultants and MOES are how can the poorest communities contribute to the construction of these dormitories.
- Basic infrastructure provisions for dormitory without walls will be revisited. Considering that the poorest families are targeted, there is a need to assess the feasibility of putting up community counterpart of materials on time for school opening. Health, safety and security considerations may be compromised if dormitory walls and door are not in place.
- There is a need for life-skills training for 150 teacher-boarders (2 x 75 schools) who will supervise the dormitories. This module is important to address the psychosocial needs of adjustment, interpersonal communication, team building, self-esteem, gender and ethnicity among student boarders. However, there is no clear activity and budget provision hence a 3-day training needs to be organized at the start and followed with a 2-day enhancement session at mid-term, especially during the first year. This strategy will contribute to addressing the incidence of drop-outs despite dormitory provisions.

Implementation Strategy/Strategies

- Construction bidding packages with the new schools nearby or community construction.
- Joint meetings with IC and 3B Consultants and IUs (DSE + IEC) on development of dormitory guidelines and development of life-skills modules.
- Present the dormitory guidelines to PES, DEBs, and PPAs for enhancement by week 3 of November
- Submit the final revision of guidelines for adoption by MOES

Action Plan (Please see Proposed Action Plan for Sub-Output 1.C. on page 22)

Output 1C2 Remedial Support

Description: Students from small primary schools in remote villages entering LSE often need support—particularly in mathematics, reading, and writing—in order to effectively transition to and be able to succeed within LSE. Remedial support such as homework support from dormitory supervisors and/or other teachers of particular subjects and other activities will provide complementary and reinforcing learning during student's time out-of-school, to ensure they achieve the best learning outcomes. Priority will be given to poor girls and ethnic students. Bundled with

low-cost dormitories and other interventions under LSE Models 1 and 2, remedial support will cover the 60 new and existing schools.

Status: Guidelines for remedial support are being developed and incorporated in the Policy and Operations Manual for School Access Grants Program (POM-SAGP)

Implementation Strategy/Strategies. The Project will support DSE in providing advice and materials on remedial programs, in a way that is flexible enough to allow each LSE school to design its own program.

In coordination with Output 2 on teachers' in-service training on the content and the methods (or pedagogies) of the program will be designed and DSE, with the support from local trainers SPA and the District Trainers, will train the teachers how to run the program.

Students from small primary schools in remote villages entering LSE often need support—particularly in mathematics, reading, and writing—in order to effectively transition to and be able to succeed within LSE. Remedial support such as homework support from dormitory supervisors and/or other teachers of particular subjects and other activities will provide complementary and reinforcing learning during student's time out-of-school, to ensure they achieve the best learning outcomes. Priority will be given to poor girls and ethnic students. Bundled with low-cost dormitories and other interventions under LSE Models 1 and 2, remedial support will cover the 60 new and existing schools.

Action Plan: Please see Proposed Action Plan for Sub-Output 1.C. on page 22.

Output 1C3   School Access Grant Guidelines

Description: In addition to stipends, low-cost boarding facilities and remedial support in the 60 LSE schools, the PPAs may apply for access grants for approved purposes, which will support additional low-cost dormitory space, expanded remedial support, and/or school income-generating activities such as a school garden or school canteen to generate funds to support increased access and equity. Subject to the final guidelines, it is expected that SESDP will support each participating LSE school with 3 cycles of LSE access grants, beginning in SY2013/14.

Status: The Policy and Operations Manual on School Access Grants Program (POM-SAGP) is being drafted, adapted from BESDP Education Development Grant Program (EDGP) guidelines for SESDP's LSE access grants**.** Workshops will be conducted for the finalization of the Manual.

Implementation Strategy/Strategies: SESDP will assist DSE in collaboration with DNFE to revise BESDP's Education Development Grant Program (EDGP) guidelines for SESDP's LSE access grants**.** Access Grant guidelines will be approved and PPAs provided orientation and initial training prior to launch of the scheme and any fund release**.** The guidelines will spell out clear and transparent mechanisms, as well as various stipulations including on fund use (expected to include limitation of funds utilized for income-generating activities to no more than half of the access grant amount), as well as procedures for PPA submission of grant proposals, reporting and documentation, auditing of

fund usage and overall monitoring by education offices at the district and higher levels (see also Appendix 6).

Action Plan for Output 1C

No.	Activities	Proposed Schedule	Responsible Persons/ Office
1	Consultants continue and finalize the 1st draft Policy and Operations Manual-School Access Grants Program (POM SAGP).	Wk 4, Sept 2012 Wk 1, Oct 2012	DSE/DNFE
1.1	Review the work already done the draft Policy and Operations Manual-School Access Grants Program (POM SAGP). Consultants interview key officers of implementing units (IU's) to validate or gather more inputs.	Wk. 4, Sept. 2012	DSE/DNFE
1.2	IU counterparts with the consultants write the 2nd draft of POM-SAGP.	Wk .1, Oct. 2012	DSE-DNFE
1.3	IU counterparts and consultants visit sample District/Schools, school Heads, teachers and members of Pupil-Parent Association (PPA's) to validate information in the draft POM-SAGP or gather more data..	Wk 2-3, Oct 2012	DSE-DNFE
1.4	IU counterparts and consultants finalize the draft POM-SAGP for presentation in a workshop.	Wk 4, Oct. 2012	PES, DEB, School
1.5	Final consultation workshop on POM-SAGP in Vientiane with IU's and stakeholders.	W1, Nov. 2012	Districts/Schools, DSE, DOF, PMU
1.6	The PMU of SESDP submit to the Director General of DSE the POM SAGP for approval and issuance of a decree by the Minister of MOES.	Wk 2, Nov. 2012	Districts/Schools, DSE, DOF, PMU
2	Print hard copies of POM-SAGP for distribution to IU's, schools and other stakeholders. Soft copies will be produced.	Wk 2, Jan 2013 – Wk 4, June Q2 2013	
2.1	Printing bid process (ICB/LCB).		
2.2	Printing of POM-SAGP		
2.3	Distribution of hard and soft copies of POM-SAGP to IU's, Districts/Schools, PPA's.		
3	Capacity building on POM-SAGP. Note: Training/capacity building integrated with	Wk 1, July 2013 to Wk 4, Sept.	DSE-LSE & USE, DoF

	Output 1A, IB, (at least 18 days support/training in 30 participating Districts) and complemented by training activities under Output 3C1 (especially in Year 1). Training will include required monitoring of local project performance and final impact evaluation (Output 3D1).	2013	
3.1	Capacity building on POM-SAGP for Vientiane and neighboring districts/schools.		
3.2	Capacity building on POM-SAGP for districts/schools in northern provinces.		
3.3	Capacity building on POM-SAGP for districts/schools in central provinces.		
3.4	Capacity building on POM-SAGP for districts/schools in southern provinces.		
4	Start and end of field implementation of SAGP.		
4.1	Start of field implementation of SAGP (To be determined: Sequence in participation of schools from start-up to completion) • Grants to provide additional space in SESDP-funded dormitories. • Grants for remedial teaching for students staying in SESDP-funded dormitories. • Grants for school income-generating activities.	Wk 1, October 2013	Districts/Schools, DSE, DOF, PMU
4.2	Completion of field implementation of SAGP. • Grants to provide additional space in SESDP-funded dormitories. • Grants for remedial teaching for students staying in SESDP-funded dormitories. • Grants for school income-generating activities.	Wk 4, Dec 2014	Districts/Schools, DSE, DOF, PMU

Output 1C4 Low cost community managed dormitories for USE

Description: Parallel to LSE dormitories under 1C1, as part of packaged interventions under the USE Model, SESDP will provide for and support community management of sex-segregated low-cost dormitories in 15 schools receiving USE classrooms, including construction of the base/foundation, structural columns, and roof, along with sex-segregated toilets and sanitation facilities. Communities will support construction of non-load-bearing divider walls, etc., and cooking and feeding will be arranged, based on community management guidelines.

Status: Dormitory design and drafting of dormitory guidelines are in progress.

Implementation Strategy/Strategies: Consultants and DSE Review and Analysis of the existing Dormitories in Secondary schools and their impact on the equitable access, one of the policies conditions for 2013. Review existing Rules and regulations and Draft the Manual Guidelines to be approved by MOES.

Action Plan: Please see Proposed Action Plan for Sub-Output 1.C.

Output 1C5   Remedial support focused on same 15 USE schools

Description: LSE graduates in remote and disadvantage areas entering USE (M5) may need support—particularly in mathematics, reading, and writing—to succeed in USE. As with remedial support for LSE (see 1C2), support from dormitory supervisors and/or other teachers of particular subjects will aim to enhance student learning outcomes, with priority given to poor girls and ethnic students. The Project will support DSE in providing related advice and materials, while maintaining flexibility for each USE school to design its own program.

Status: The Policy and Operations Manual on School Access Grants Program (POM-SAGP) is being drafted, adapted from BESDP Education Development Grant Program (EDGP) guidelines for SESDP's LSE access grants**.** Workshops will be conducted for the finalization of the Manual.

Implementation Strategy/Strategies. The Project will support DSE in providing advice and materials on remedial programs, in a way   that is flexible enough to allow each USE school to design its own (program).   Remedial programs are usually after school interventions to be done by the teachers to ensure students are able to catch up with their lessons. Various methods of such interventions may include active roles of teachers as actual learning facilitators after classes which could be during lunch time or after 5pm. Various modes may be discussed with participation of more active students to make peer-to-peer teaching happen or even with community involvement, such that mothers (not necessarily the mother of subject students) in the community maybe mobilized.

In coordination with the Output 2 , teacher in in-service training with the content and the method of the program will be designed and DSE, with the support from local trainers SPA and District Trainers, will train the teachers how to run the program

Action Plan. Please see Proposed Action Plan for Sub-Output 1.C.

Output 1C6 School access grant for USE schools

Description: As with school-level LSE access grants noted above, in addition to stipends, low-cost boarding facilities, and remedial support provided in 15 USE schools, PPAs will be provided training to support their application for and implementation of access grants. These will indicatively commence release 1 year after LSE access grants (incorporating any model refinements as needed). As with the LSE access grant program, USE access grants may support additional low-cost dormitories, expanded remedial support, and/or other approved purposes, with an expected maximum of half of each grant allowed to support income-generating activities to provide resources to support increased access and equity. SESDP will support collaboration by DSE and DNFE to develop detailed guidelines for the USE access grants program, with similar mechanisms and stipulations regarding fund use, management, and monitoring/audits. Subject to the final guidelines,

it is expected that SESDP will support each participating school with 2 cycles of USE access grants, beginning in SY2014/15 (see also Appendix 6).

Status: The Policy and Operations Manual on School Access Grants Program (POM-SAGP) is being drafted, adapted from BESDP Education Development Grant Program (EDGP) guidelines for SESDP's LSE access grants**.** Workshops will be conducted for the finalization of the Manual.

Implementation Strategy/Strategies. PPA and or School Development Committee will be established in each of 15 target schools, be trained on how to run the USE access Grants prior to launch the SAGP.

Action Plan: Please see Proposed Action Plan for Sub-Output 1.C.

1.1	Review the work already done the draft Policy and Operations Manual-School Access Grants Program (POM SAGP). Consultants interview key officers of implementing units (IU's) to validate or gather more inputs.	Wk. 4, Sept. 2012	DSE (LSE and USE)
1.2	IU counterparts with the consultants write the 2nd draft of POM-SAGP.	Wk .1, Oct. 2012	DSE (LSE and USE)
1.3	IU counterparts and consultants visit sample District/Schools, school Heads, teachers and members of Pupil-Parent Association (PPA's) to validate information in the draft POM-SAGP or gather more data..	Wk 2-3, Oct 2012	DSE (LSE and USE)
1.4	IU counterparts and consultants finalize the draft POM-SAGP for presentation in a workshop.	Wk 4, Oct. 2012	DSE (LSE and USE)
1.5	Final consultation workshop on POM-SAGP in Vientiane with IU's and stakeholders.	W1, Nov. 2012	DSE (LSE and USE)
1.6	The PMU of SESDP submit to the Director General of DSE the POM SAGP for approval and issuance of a decree by the Minister of MOES.	Wk 2, Nov. 2012	DSE (LSE and USE), DG-DSE.
2	Print hard copies of POM-SAGP for distribution to IU's, schools and other stakeholders. Soft copies will be produced.	Wk 2, Jan 2013 – Wk 4, June Q2 2013	
2.1	Printing bid process (ICB/LCB).		
2.2	Printing of POM-SAGP		
2.3	Distribution of hard and soft copies of POM-SAGP to IU's, Districts/Schools, PPA's.		
3	Capacity building on POM-SAGP. Note: Training/capacity building integrated with	Wk 1, July 2013 to Wk 4, Sept.	DSE-LSE & USE, DoF

	Output 1A, IB, (at least 18 days support/training in 30 participating Districts) and complemented by training activities under Output 3C1 (especially in Year 1). Training will include required monitoring of local project performance and final impact evaluation (Output 3D1).	2013	
3.1	Capacity building on POM-SAGP for Vientiane and neighboring districts/schools.		
3.2	Capacity building on POM-SAGP for districts/schools in northern provinces.		
3.3	Capacity building on POM-SAGP for districts/schools in central provinces.		
3.4	Capacity building on POM-SAGP for districts/schools in southern provinces.		
4	Start and end of field implementation of SAGP.		
4.1	Start of field implementation of SAGP (To be determined: Sequence in participation of schools from start-up to completion) • Grants to provide additional space in SESDP-funded dormitories. • Grants for remedial teaching for students staying in SESDP-funded dormitories. • Grants for school income-generating activities.	Wk 1, October 2013	Districts/Schools, DSE, DOF, PMU
4.2	Completion of field implementation of SAGP. • Grants to provide additional space in SESDP-funded dormitories. • Grants for remedial teaching for students staying in SESDP-funded dormitories. • Grants for school income-generating activities.	Wk 4, Dec 2014	Districts/Schools, DSE, DOF, PMU

Output 1C4 Low cost community managed dormitories for USE

Description: Parallel to LSE dormitories under 1C1, as part of packaged interventions under the USE Model, SESDP will provide for and support community management of sex-segregated low-cost dormitories in 15 schools receiving USE classrooms, including construction of the base/foundation, structural columns, and roof, along with sex-segregated toilets and sanitation facilities. Communities will support construction of non-load-bearing divider walls, etc., and cooking and feeding will be arranged, based on community management guidelines.

Status: Dormitory design and drafting of dormitory guidelines are in progress.

Implementation Strategy/Strategies: Consultants and DSE Review and Analysis of the existing Dormitories in Secondary schools and their impact on the equitable access, one of the policies

conditions for 2013. Review existing Rules and regulations and Draft the Manual Guidelines to be approved by MOES.

Action Plan: Please see Proposed Action Plan for Sub-Output 1.C.

Output 1C5   Remedial support focused on same 15 USE schools

Description: LSE graduates in remote and disadvantage areas entering USE (M5) may need support—particularly in mathematics, reading, and writing—to succeed in USE. As with remedial support for LSE (see 1C2), support from dormitory supervisors and/or other teachers of particular subjects will aim to enhance student learning outcomes, with priority given to poor girls and ethnic students. The Project will support DSE in providing related advice and materials, while maintaining flexibility for each USE school to design its own program.

Status: The Policy and Operations Manual on School Access Grants Program (POM-SAGP) is being drafted, adapted from BESDP Education Development Grant Program (EDGP) guidelines for SESDP's LSE access grants**.** Workshops will be conducted for the finalization of the Manual.

Implementation Strategy/Strategies. The Project will support DSE in providing advice and materials on remedial programs, in a way   that is flexible enough to allow each USE school to design its own (program).   Remedial programs are usually after school interventions to be done by the teachers to ensure students are able to catch up with their lessons. Various methods of such interventions may include active roles of teachers as actual learning facilitators after classes which could be during lunch time or after 5pm. Various modes may be discussed with participation of more active students to make peer-to-peer teaching happen or even with community involvement, such that mothers (not necessarily the mother of subject students) in the community maybe mobilized.

In coordination with the Output 2 , teacher in in-service training with the content and the method of the program will be designed and DSE, with the support from local trainers SPA and District Trainers, will train the teachers how to run the program

Action Plan. Please see Proposed Action Plan for Sub-Output 1.C.

Output 1C6 School access grant for USE schools

Description: As with school-level LSE access grants noted above, in addition to stipends, low-cost boarding facilities, and remedial support provided in 15 USE schools, PPAs will be provided training to support their application for and implementation of access grants. These will indicatively commence release 1 year after LSE access grants (incorporating any model refinements as needed). As with the LSE access grant program, USE access grants may support additional low-cost dormitories, expanded remedial support, and/or other approved purposes, with an expected maximum of half of each grant allowed to support income-generating activities to provide resources to support increased access and equity. SESDP will support collaboration by DSE and DNFE to develop detailed guidelines for the USE access grants program, with similar mechanisms and stipulations regarding fund use, management, and monitoring/audits. Subject to the final guidelines, it is expected that SESDP will support each participating school with 2 cycles of USE access grants, beginning in SY2014/15 (see also Appendix 6).

Status: The Policy and Operations Manual on School Access Grants Program (POM-SAGP) is being drafted, adapted from BESDP Education Development Grant Program (EDGP) guidelines for SESDP's LSE access grants. Workshops will be conducted for the finalization of the Manual.

Implementation Strategy/Strategies. PPA and or School Development Committee will be established in each of 15 target schools, be trained on how to run the USE access Grants prior to launch the SAGP.

Action Plan: Please see Proposed Action Plan for Sub-Output 1.C.

4.2 OUTPUT 2. IMPROVED DELIVERY OF NEW SECONDARY EDUCATION SUBSECTOR CURRICULA

2A1 Curriculum Review and Drafting of Curriculum Framework for M1 to M7 Pre-Service Teacher Training.

Description

For better appreciation, **output 2A1** is divided into **2 actual products, a) a revised teacher training curriculum** and **b. a manual of procedures** for accrediting TEIs into a **Quality Assurance System.**

2A1a. CURRICULUM REVISION is needed in order to upgrade the TTI pre-service curriculum from the "11+3" to "12+3" Higher Diploma LSE qualification and "11+5" to "12+4" Bachelor degree USE qualification. Under SESDP the higher diploma and bachelor degree courses will be reviewed and supplementary guidelines will be written for all secondary education subjects. RIES and TEI/FOE subject specialists working with project consultants will support the revision.

Specific to actual content, activity design and assessment of M1 to M7 subjects, an easy example is the ICT Subject introduced in the LSE and USE curriculum for which there is no current Pre-service preparation course. Furthermore, in-service trainings from M1 to M3 have already emphasized the rolling out of learner-centered approaches that emphasize critical thinking and more authentic assessments which may not yet receive enough/sufficient emphasis in the current pre-service training routine. Thus, the need for alignment.

STATUS. A Quality Working Group (ad hoc/task force) is organized composed of DSE, DTE, DOP, ESQAC, RIES because of the cross-cutting activities that affect each sub-output of Component 2. A Collaboration platform for Quality Group is installed via a closed online group. Consultants and DTE have prepared the line-up of activities based on the updated available budget under SESDP as detailed in the PAM (some IUs initially referred to earlier documents as submitted to the PPTA team which contained budgets significantly higher than that in the PAM). Expectations have been grounded during the pre-inception and inception workshop.

THE SESDP TASK FORCE:QUALITY comprised of technical staff of DSE, the RIES, ESQAC, DOP, DTE and FOE will provide a strategic quality performance framework that aligns through the entire spectrum of critical service delivery. Clear quality metrics implemented by the DOP, clarifies the minimum acceptable profiles of DTE/FOE graduate Teachers, which in turn, comply with the DSE's expected capabilities and mindset of teaching professionals handling the secondary education sub-sector which of course impacts the actual quality of instruction received in the classroom by

students...and subsequently the quality of LSE/USE graduates come 2017 (Ideally the 2009 cohorts of LSE will start graduating in 2015 having been impacted by all 3 components of BESDP/SESDP)

CONVERGENCE is an operative word for easy integration of multiple stakeholder expectations and investments in order to break through the old "silo" culture where departments guarded "exclusive domains". This way, resource investments will have wider impact particularly through well orchestrated sharing schemes.

Implementation Strategy/Strategies. GENERAL STRATEGY includes KNOWLEDGE SHARING and rigorous exchanges via informal and web2 (social) communications channels to facilitate a community of practice for both curriculum designers, instructional experts, assessment practitioners and other networks such as parents/students in order to generate "brand experience" for Lao Education. This pride of workplace and "standard of thinking" will hopefully perpetuate the new curriculum delivery scheme faster than through formal policy as the "stick"...using both social pressure and the appeal of "prestige" as mainstreaming tactic.

- Experts will install a FREE ONLINE RESOURCE library of curated literature and learning resources. (**www.sesdplaos.weebly.com** is live and ready for content generation; FB pages have also been created for DSE, RIES and soon DTE; a closed FB group for the Quality Council is also up and running)

- Locals can comment, download, appropriate, re-purpose, re-design and OWN these materials

- Experience documentation/Testimonials/Instant consultations online will further spread the actual use of such materials

SPECIFIC TO EACH SUB-OUTPUT:

The DTE in close coordination with RIES, TEI/FOEs --will organize a series of workshops to revise the pre-service training curriculum based on approved budget**.** (*for easy tracking, skip preparations and just note activity codes*P2A1) SESDP will do its best to get the new curriculum adapted by school year 2013-2014 in order to have advanced certificate graduates by 2015 and bachelor degree graduates by 2016 and hopefully deployed in the secondary schools by 2017.

Action Plan

No.		Activities	Schedule	Responsible Person/Office	Output
a	PREPARATIONS	CD burning/distribution of **LSE and USE Curriculum** for Analysis of DTE/FOE/TEIs	October 9, 2012	Consultant/PMU	CD of reference materials for Workshop 1
b		Formal Activation of SESDP Quality Working Group	October 9, 2012	DTE/PMU with RIES, ESQAC, FOE	e-group/FB Group
c		Submission of Workshop Agenda for **Workshops 1 to 4**	October 11	DTE/Consultant	Cost & personnel Schedule
d		Submission of Detailed Workshop Budget with List of Participants for **workshops 1 to**	October 12	DTE/PMU	

		4			
e		Submission of NOL request for all 4 workshops	October 12	PMU	NOL expected within 2 weeks from date of request transmission
1		**P2A1 (i) Workshop 1:** Curriculum review and drafting of Curriculum Framework for M1 to m7 PRE-SERVICE TRAINING (3 days each for 5 subjects)--***content mapping*** a) LAO LANGUAGE & LITERATURE b) FOREIGN LANGUAGE (ENG) c) NAT. SCIENCE (Bio, Chem, Physics) d) SOCIAL SCIENCE(Geo,History,Civics) e) MATH (Algebra/Geometry/Trigonometry) ***Note:*** a) 5 days (3+2)= 60 pax *(50 subject specialists + 10 organizers)* b) **4 days** (3+1)= 75 pax *(50 subject specialists + 15 organizers)* c) 3 days (2+1)= 100 pax*(50 subject specialists + 50 organizers)* *Further, why not include* **new LSE/USE subjects like ICT** *(to be consistent with workshop 3 or P2A1 (iv)*	**Nov 6-9, 2012** ** includes half-day for ingress and half-day for egress (1 travel day) plus 3 days actual workshop* *Venue: Thalad District, VT Province* **BUDGET: US$ 11,700**(300x39)	DTE and subject specialists from RIES and TEI/FOE inputs from RIES/ TEADC-IAD *(see p. 190)*	**Curriculum Framework** for***Higher Diploma*** (12+3) and ***Bachelor degree*** (12+4) Aligned to LSE and USE curriculum NOTE: *framework includes training courses to teach M1 to M7 (7 levels) subject content as well as design and implementation of instructional activities and must include assessment strategies as well.*
2		**P2A1 (ii)**Workshop 2: Drafting/Writer's workshop to draft and assign curriculum writing tasks to TEI subject Teams -- 5 workshops x 5 subject strands x 10 subject specialists/strand • LAO LANGUAGE & LITERATURE **(10 content specialists)** • FOREIGN LANGUAGE (ENG/Fr) **(10 content specialists)** • NAT. SCIENCE (Bio, Chem, Physics) **(10 content specialists)** • SOCIAL SCIENCE(Geo,History,Civics) **(10 content specialists)** • MATH (Algebra/Geometry/Trigonometry) **(10 content specialists)** Note: must Include **ICT** 5 days (3+2)= 50 pax *(50 subject specialists + 0 organizers)*	**Nov. 19-21, 2012** *Venue: Thalad District, VT Province* **BUDGET: US$ 9,750** (250x39)	DTE and subject specialists from RIES and TEI/FOE inputs from RIES/ TEADC-IAD	Draft 1. Aligned ***Pre-service Training Curriculum*** for **M1 and M2** subjects **detailed course content for each subject in each level (M2 and M2)**

	4 days (3+1)= 63 pax *(50 subject specialists + 13 organizers)* **3 days** (2+1)= 83 pax*(50 subject specialists + 33 organizers + materials)*			

3	**P2A1 (iii)Workshop 3a:** Curriculum Development specialists for **M3-M5** teacher training pre-service course **(central level)** will lay down the **detailed course content for each subject in each level (M3, M4, M5)**
	• LAO LANGUAGE & LITERATURE **(10 content specialists)**
	• FOREIGN LANGUAGE (ENG/Fr) **(10 content specialists)**
	• NAT. SCIENCE (Bio, Chem, Physics) **(10 content specialists)**
	• SOCIAL SCIENCE(Geo,History,Civics) **(10 content specialists)**
	• MATH (Algebra/Geometry/Trigonometry) **(10 content specialists)**
	
	Note: MUST Include ICT subject
	   a) 5 days (3+2 travel)= 60 pax *(50 subject specialists + 10 organizers)*
	   b) **4 days** (3+1 travel)= 75 pax *(50 subject specialists + 15 organizers)*
	   c) 3 days (2+1 travel)= 100 pax*(50 subject specialists + 50 organizers)*
		January 2013
		
		Venue: Thalad District, VT Province
		
		BUDGET: US$ 11,700(300x39)
			DTE and subject specialists from RIES and TEI/FOE inputs from RIES/ TEADC-IAD	Draft 1. Aligned *Pre-service Training Curriculum* for **M3,M4 and M5** subjects

4	**P2A1 (iv) Workshop 3b:** Curriculum Development specialists for **M6-M7** teacher training pre-service course **(central level)** will lay down the **detailed course content for each subject in each level (M6, M7)...**	**Jan. 2013** *Venue: Thalad District, VT Province* **BUDGET: US$ 11,700**(300x39)		Draft 1. Aligned *Pre-service Training Curriculum* for **M6 and M7** subjects
5	**P2A1 (v) Workshop 4:** TEI Staff Training/Capacity Development **where** the new curriculum will be reviewed. **5 staff, 14 subjects from each TEI; X no. of facilitators, 70 professional staff plus 10 MOE/RIES staff observers**	**Feb. 2013**	DTE and subject specialists from RIES and TEI/FOE inputs from RIES/ TEADC-IAD	**Final, standardized Pre-service training Curriculum for LSE (M1 TO M4) and USE (M5-M7) teachers**

Note: Consistent with LSE/USE, the 14 subjects will be		**offered in TEIs**

1. Lao Language	8. History
2. Lao Literature	9. Civics
3. English	10. Techno
4. French	11. ICT
5. Math	12. Music
6. Natural Science	13. Arts
7. Geography	14. PE

ISSUES:	PROPOSED SOLUTION
5 Subject strands does not include **ICT** and Music and P.E.and this is consistent with PPTA design not to include subject experts for these in roster of experts/specialists to be deployed. For Music and PE, the assumption is that teachers will come from specialized TTCs anyway but particularly for ICT, this misses the alignment agenda since there are currently no teachers trained for this in the TTIs. It is not included in the existing pre-service curriculum. The in-service solution under BESDP was to use the math teachers to learn ICT and be able to introduce the subject at the secondary schools but this is unsustainable considering the limited slots for each subject in InSeT means the math teachers miss their modules.	Include **ICT subject experts** in the pre-service curriculum writing team. Since this will impact the very limited budget available (already analyzed to see how many days it can accommodate per workshop versus the actual level of effort that should be employed) then **additional funds** should be made available to accommodate ICT subject experts to write the curriculum for pre-service training during all four workshops. Further, **Music and PE** subject specialists from the specialized TTIs should also be included so that content and the learner-centered delivery strategy are **aligned throughout all subjects in LSE and USE pre-service training curriculum**. Note that this actually facilitates M6-M7 textbooks and teacher guides production later since this activity will be happening first (Q1 2013)while the TB/TG production for USE starts 2014.Thus editorial contributors can be identified from the subject experts who co wrote the curriculum.
Natural Science actually includes sub-strands for *Biology, Chemistry and Physics*. It would be very challenging even for a bachelor's degree holder to have mastered content for all 3 specialized sub-strands much more for an advanced certificate holder.	**Option 1:** require all science teachers to be Bachelors degree holders to make sure M4 students get quality instruction for Natural Science. **Option 2**: design more units, contact time, laboratory hours and supervised actual practice teaching of Biology, Chemistry and Physics into the curriculum for LSE Science teachers. This emphasis means lessening units required for other basic subjects in teacher training.

2A1-b   Develop Procedures For TEI Quality Assurance Accreditation System

Description
Series of QA Training Workshops (2 days X 3 years) for Senior Managers in TEIs/FOEs will be supported (Vang Vieng Mgt training Ctr) --Consultant notes that based on the established Quality Standards for Teacher Recruitment and Deployment accepted by the Department of Personnel, the minimum qualifications for LSE and USE Teachers should determine the acid test for CONTENT of pre-service training courses; **Training Course Content** comprises part of the **Quality Standards to be set for TEIs**. A Guideline for accreditation into **the determined standard levels (I, II or III)** will be detailed with the help of **ESQAC** to include **qualification items/checklists including facilities, personnel and academic programs.** Thus, series of QA Training Workshops (2 days X 3 years) for Senior Managers in TEIs/FOEs will be supported (Vang Vieng Mgt training Ctr)

Implementation Strategy/Strategies:

- workshop 1: Development of Procedures & professional consultation (2013)
- workshop 2: Preparation for the Pilot/Trial (2014)
- workshop 3: Monitoring/Feedback(2015)

working budget is US$ 9,360.00

Emerging Issues: Initial discussions updated consultants on the organizational design issues (all TTCs are under the supervision of DTE but FOEs are not, with the Universities directly reporting to the Vice Minister (see updated MOES organogram); as well as the issue of whether to allow TTCs to offer bachelor degrees which should under normal circumstances fall under the domain of the Department of Higher Education. Issues of equivalence and recognition across the Indochina sub-region (if not the entire Southeast Asia) of Laos teacher graduates is also a concern of both the DTE and ESQAC as well as the FOE. The DTE is requesting if a study tour to directly observe the various quality systems of neighbors should be accommodated under SESDP.

More details are due upon the deployment of the **Expert in Quality Assurance in Teacher Education**.

2A2.   Curriculum Resources And Instructional Materials For TEIs & FOEs

Description: Resource materials for TTIs will include supplies for Science, PE and Arts, including Library resources on practical teaching approaches, ICTE materials, 4 complete sets of M3 to M7 textbooks and teacher guides (in conjunction with rollout/distribution to schools)

Implementation Strategy:

2A2	CURRICULUM RESOURCES AND INSTRUCTIONAL MATERIALS FOR TEIs & FOEs	PMU		OUTPUTS
	Resource materials for TTIs will include supplies for Science, PE and Arts, including Library resources on practical teaching approaches, ICTE materials, 4 complete sets of M3 to M7 textbooks and teacher guides (in conjunction with rollout/distribution to schools)		2013	Roll-out/distribution in close coordination with that of LSEs and USEs
	INSTRUCTIONAL MATERIALS			

1	**P2A2 (i)Budget Category 3:** TEACHING & LEARNING MATERIALS SCIENCE KITS (**TEIs** WILL SHARE THIS BUDGET WITH **15 NEW USEs**)	Ref. p 167		446,400
2	**P2A2 (ii)Budget Category 3:** TEACHING & LEARNING MATERIALS INSTRUCTIONAL MATERIALS	Ref. p 172		5,212.60
3	**P2A2 (iii)Budget Category 3:** TEACHING & LEARNING MATERIALS MISC INSTRUCTIONAL MATERIALS (PRINTING)(M3-M7)	**PMU**		55,500.00
4	**P2A2 (iv)Budget Category 3:** TEACHING & LEARNING MATERIALS SUPPLEMENTARY GUIDELINES (M1-M7)	**PMU**		3108.00
	Budget Category 3: TEACHING & LEARNING MATERIALS	**PMU**	SUB-TOTAL	510,220.00
	INSTRUCTIONAL MATERIALS MISC INSTRUCTIONAL MATERIALS (PRINTING)(M3-M7) SUPPLEMENTARY GUIDELINES (M1-M7)			5,212.60 55,500.00 3108.00

2A3.   TRIAL GRADUATE TEACHER PLACEMENT SCHEME

2A3 Trial Graduate Teacher Placement Scheme

Description. The implementation of the improved delivery of the new SES curricula requires a support teaching force who are willing to serve the remote areas. These areas are pre-selected as recipients   of the new LSEs as well as the construction of school dormitories. The deployment of the corresponding science teachers is provided under a **Graduate Teacher Placement Scheme** (GTPS) which is developed to implement the TDMPFAP in 2012. This scheme will be piloted in SY 2013-14 in 5 of the 30 identified districts throughout the country. Under this scheme, 25 new graduates will be recruited with priority given to female science teachers who come from ethnic groups and are residents in rural and remote areas.

Status. The team has discussed with the DOP the scope of the trial teacher placement scheme. Available documents were reviewed to get a wide perspective about how the trial placement will be designed.

After the review, a set of preliminary criteria were presented to the DOP for discussion as well as procedures on how to select the candidates. These preliminary criteria were presented during the Inception Workshop (October 1-3, 2012) attended by the representatives from the PES and DEB and IU officials and representatives.

Outputs of the said workshop are currently being reviewed by the DOP and the team against relevant documents available so a framework of the procedures in the recruitment, deployment and performance monitoring will be drafted.

Implementation Strategy. The DOP, in consultation with the Team, will review the criteria generated in the workshop to determine which of the suggestions would be considered. Legal issuances by the Prime Minister and MOE serve as references in drafting the guidelines to ensure conformity. Periodic consultation with IUs will be done during the formulation of the procedures.

The framework will be presented during a scheduled initial consultation with the IUs in November, 2012 so that the DOP can proceed in the details of the procedures/guidelines. In the same consultation, the DOP will disseminate the highlights of the approved TMDPFAP (see activity 6) and the Interim Guidelines which serve as the benchmark in the formulation of the guidelines for the recruitment, deployment and performance quality monitoring of teachers.

IU Action Plan

Activity	Expenditure Item (2	IUs Involved (3)	Proposed Schedule (4)	New Proposed Budget ($) (5)
1	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT P2A3 (i)Workshop 1: **Initial Consultation** on Modality (build on preliminary design under PPTA)	**DOP**	Oct. 2012	975.00
2	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT P2A3(ii) Workshop 2: **launch** of Implementing Guidelines (selection criteria/procedures	**DOP**	Q1-2013	4,680.00
3	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT P2A3 (iii) District Meetings for final selection	**DOP**	Q3-2013	3,900.00
4	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT P2A3 (iv)annual monitoring/audit meeting x 2 years (Y3)	**DOP**	Q3-2014	3,900.00
5	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT P2A3 (v)annual monitoring/audit meeting x 2 years (Y4)	**DOP**	Q3-2015	3,900.00
6	Per MOU p. 28 page 8, a small amount may be reallocated to "Support one central-level workshop to disseminate TDMPFAP (approved by the PMO 2010) + interim guidelines (March 2011 and revised April 2012)."note: *to be included in activity 1*	**DOP**	Oct. 2012	975.00
			Total Budget	18,330

Issue. The conducted workshop generated several criteria and suggestions from PES/DEB which seem to deviate from the intention of the project as specified in the PAM. There is a need to scrutinize them for conformity to the guidelines as well as for strategic impact and practicality considering consistency with the Lao context. The DOP needs to decide which of the suggested criteria and procedures would be considered in the preparation of the guidelines.

2A4: PROCEDURES & MANUALS FOR TEACHER RECRUITMENT & UTILIZATION, AND TEACHER QUALITY AND PERFORMANCE MGT SYSTEM

Description: To implement the Teacher Quality Performance Management (TQPM) System, developed by ESQAC, DSE, DTE--procedural guidelines for recruitment and utilization planning will be developed so that the teacher quota system can be replaced.

Status: Related to 2A3, Discussions with the DOP have ensured to fine tune activities planned for this sub-output:

Action Plan

No.	Activity (2)	LEAD UNIT (3)	PROPOSED SCHEDULE (4)	NEW PROPOSED BUDGET ($) (5)
	To implement the Teacher Quality Performance Management (TQPM) System, developed by ESQAC, DSE, DTE--procedural guidelines for recruitment and utilization planning will be developed so that the teacher quota system can be replaced.			
1	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2A4 (i)**Workshop 1: Development of Procedures and Professional Consultation	**DOP**	**Q1-2013**	**12,039**
2	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2A4 (ii)**Workshop 2: Preparation for trial	**DOP**	**Q2- 2014**	**12,039**
3	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2A4 (iii)**Workshop 3: Monitoring/Feedback	**DOP**	**Q2-2015**	**12,039**
	Budget Category 4:TRAINING & PROFESSIONAL DEVELOPMENT	**DOP**	**SUB-TOTAL**	**36,117**

Issues/Initial iterations

o **Consistent with the** TDMPFAP, a career-path should be charted for would-be teachers as integral to recruitment, deployment and performance management which should strategically capture "recruits" as early as the **first two years of TEIs** as well as a bridge training mechanism to install minimum qualifications for those existing USE who are being recruited as teachers of primary school.

o To increase efficiency, **screening points/mechanisms** should be installed within the first 2 years to cull government scholars who may not be too serious on pursuing a career in public education...This quality assurance tactic should add prestige in belonging to the "creme dela creme" for all Bachelor's Degree graduates of TTIs.

o Particularly for **Advanced Certificate** courses, graded actual practice-teaching in public schools (as teacher assistants) should be imposed in order to ensure full training experience/pedagogical skills and not just subject matter/content-mastery.

o Furthermore, MOES must not overlook graduates of bachelor degrees in Education from private learning institutions on whose accredited programs are embedded practicums in public schools (minimum hours established). Since private education institutions recruit from FOEs and some TTCs, might as well recruit public teachers from them as well. More discussions on this tract should be explored.

o **Performance Management Systems** should include CPE or continuous Professional Education which could include in-service trainings sponsored by MOES, advanced or post graduate degree programs/units earned. Related to **2B5**, a mechanism for including prior learning experience into credits for higher level educations should also be explored.

o In line with *"recruitment, training and mentoring programs for increasing women in school management positions"* either teaching personnel should be equipped with more management skills or recruit personnel majoring in management but provide sufficient exposure to academic context...including pedagogy and learning assessments to increase capacity for both academic and personnel performance management. **Strategic planning and implementation skills for School Based Management (SBM) should thus be included in training plans for school administrator's training.**

PRODUCTS: *Accreditation & Certification Manual; Decree to implement manual; Quality Framework handbook, Performance Management System/Manual for Teaching & Administrative Personnel;*

2B1.   DELIVERY OF M3-M7 CURRICULUM IN-SERVICE TRAINING

DESCRIPTION: SESDP consultants will support DSE in collaboration with DTE and RIES in delivery of training of trainers (TOT) and in-service teacher training workshops associated with implementation of M3 to M7 curriculum starting by 2014 with completion by 2016. Training manuals will be prepared for each grade level, to support formal training workshops, school-based peer training, and support by secondary pedagogical advisers (SPAs). Contents will include areas such as a summary of new curriculum content, guidance on practical teaching methodology, development of complementary local curriculum, classroom management, and assessment of student learning.

All SPAs and master trainers will participate in a total of 16 days of professional development, via TOT to build their capacity to implement M3-M7 in-service teacher training programs (to be conducted annually at provincial and/or district centers) and to strengthen SPAs' ability to provide ongoing follow-up support in SES schools.

Status: M3 Training Manuals and the subsequent teacher trainings at the provinces have been accomplished between July- August 2012with marked improvement in actual demo-teaching by participants to show authentic learning.   There were ____ M3 teachers trained, of whom ___ were female and ___ were from ethnic groups.

(above) SESDP Project Director, Ly Foung emphasizing active learning at the Xayaboury Teacher Training monitoring visit with RIES DDG. Dr. Onekeo. (below) Natural Science Class demo teaching in Luang Prabang; graduation day next day...

M4 Training Manuals are due for production in Q1 of 2013 and will be scheduled every first quarter of the year for SESDP roll out.

Implementation Strategy. Based on stocktaking of lessons learned under BESDP, more emphasis is now given towards demo-teaching time of training participants to see how far they are absorbing both content and delivery techniques.

Action Plan

No.	ACTIVITY (2)	LEAD UNIT (3)	PROPOSED SCHEDULE (4)	NEW PROPOSED BUDGET ($) (5)
	2B1. DELIVERY OF M3-M7 CURRICULUM IN-SERVICE TRAINING	**DSE/RIES**		
1	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (i) Workshop to prepare M3 training manual**	**RIES**	**DONE**	8775
2	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (ii)** M3 TOT workshop (coincides with advance copies of TB/TG)	**RIES**	**DONE**	94,770
3	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (iii)** M3 INSET provincial trainings	**DSE**	**DONE**	1,098,000
4	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (iv)Workshop to prepare M4 training manual**	**RIES**	**March 11-15, 2013**	3,510
5	Budget Category 4: TRAINING & PROFESSIONAL	**RIES**	May 2013	37,908

	DEVELOPMENT **P2B1 (v)** M4 TOT workshop (coincides with advance copies of TB/TG)			
6	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (vi)** M4 INSET provincial trainings	DSE	July-Aug 2013	**1,189,500**
7	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (vii)Workshop to revise M5 training manual**	RIES	**March 11-15, 2014**	**8,775**
8	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1(viii) M5** TOT WORKSHOP (coincides with advance copies of TB/TG)	RIES	May 2014	**56,862**
9	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (ix)** M5 INSET provincial trainings	DSE	July-Aug, 2014	**497,250**
10	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (x)Workshop to revise M6 training manual**	RIES	**March 11-15, 2015**	**5,265**
11	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (xi)** M6 TOT WORKSHOP (coincides with advance copies of TB/TG)	RIES	May 2015	**56,580**
12	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (xii)** M6 INSET provincial trainings	DSE	July-Aug, 2015	**497,250**
13	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (xiii)Workshop to revise M7 training manual**	RIES	**March 11-15, 2016**	**5,265**
14	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (xxiv)** M7 TOT WORKSHOP (coincides with	RIES	May 2016	**56,862**

	advance copies of TB/TG)			
15	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B1 (xv)** M7 INSET provincial trainings	**DSE**	July-Aug, 2016	**497,250**
			SUB-TOTAL	**4,113,822.00**

ISSUES: The PAM correctly specified the role of RIES in TOT but then wrongly specified **DTE** to be in charge of the in-service training roll-out when this has been with **DSE** since BESDP.SESDP consultants carefully analyzed this with the IUs and explained the possible typo-error.

1. M3 Training of Trainers had at least **94,770. RIES is surprised to find that M4 TOT budget has been slashed to 37,908** when we have the same number of expected participants.

2. **M5 TOT meantime has 56,862**. A 5-day workshop (including travel time)

2B2. RIES DEVELOPMENT OF MATERIALS TO SUPPORT TEACHING USING APPROPRIATE ICT MEDIA (TV/RADIO/DVD/ETC)

DESCRIPTION: The RIES has a "Media Education Unit" which can also be called (as is common in established lit) the Instructional Media Center (IMC) or possibly, the Education Technology center per initial discussions with RIES. Such a unit should be manned by people knowledgeable in instructional design for various formats from print, to multimedia (dynamic content).

This unit will be built through internal strategic planning sessions to flesh it out using "strategic business model" design to enable it to build not just products but channels of distribution for learning content to various "customer-segments" within the Lao Educational System as well as sustainability mechanisms such as Public-Private partnership schemes for the unit.

SESDP inputs include a feasibility study for such a unit, its products and equipment package of **US$ 3,351.6** (see PAM p. 167 and 180)--proper hardware and software configuration for its expected product outputs will be part of the feasibility study and will be considered in light of its impact to outputs 2b4 as well as Component 3's Communications sub-component...

STATUS: Expert, Dr. John Collins Yerbury will be deployed by October 15, 2012to work on further details.   RIES has prepared a working unit and staff to be assigned as counterparts of Dr. Yerbury.

Action Plan

	ACTIVITY (2)	**PROPOSED SCHEDULE** (4)	**NEW PROPOSED BUDGET ($)** (5)
	2B2. RIES DEVELOPMENT OF MATERIALS TO SUPPORT TEACHING USING APPROPRIATE ICT MEDIA (TV/RADIO/DVD/ETC)		
1	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT	**Q1 2013**	**1,950**

	P2B2 (i)Workshop 1: to validate FINDINGS of ICT4LE capacity Needs Assessment & Feasibility Study		
2	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B2 (ii)Workshop 2: to design pilot ICT4LE implementation**	**Q 3 2013**	**1,170**
3	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B2 (iii)Workshop 3: to produce multimedia materials for pilot implementation**	**Q 1 2014**	**3,900**
4	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B2 (iv)Workshop 4: to extract lessons learned and planning for scale up**	**Q 1 2016**	**1,950**
		SUB-TOTAL	**8,970**

Issues. In light of expected outputs, the budget for production of multimedia materials seems too low to engage local experts and to mobilize appropriate resources. If ever instructional videos will be created for demo in science and math teaching as well as for English language the RIES feels the budget is too limited. There is a felt and expressed need to supplement this budget so that dissemination may at least include actual airtime over the existing RIES TV and Radio Show.

2B3.   SUPPORT FOR THE DEVELOPMENT OF PEDAGOGICAL ADVISERS

Description. The SESDP will provide targeted support to DSE to strengthen the capacity of all SPAs nationwide, including through the funding of annual regional conferences by 2012. DSE will ensure that all SPAs will receive a total of 16 days TOT linked to M3 to M7 curriculum rollout over the period 2012 to 2016. The one-day annual regional conferences will be scheduled at the end of the M3–M7 TOT workshops to minimize travel time and associated costs. Organized by DSE with consultant support, annual regional conferences for SPAs will provide a structured program of information exchange and professional networking, including reporting on the progress in implementation of Pilot 2 on ICT4LE media-based resources (see 2B4).

Status. Consultant was informed that the first SPA conference was done on the last day of the Teachers Training (M3) and will be scheduled the same way in succeeding annual conferences in order to more efficiently gather them at an opportune time that does not interfere with regular duties at the provincial and district levels.

Implementation Strategy/Strategies. To sustain inputs from the TOTs and to always keep them in the loop, the SPAs could be provided an online support system based on observations that at the provincial level, there is access to the internet. While 2B4 will provide only for 5 target project districts, this online collaboration tool will spread the knowledge across the community of practitioners more efficiently. RIES has made its M3 textbooks and teacher guides available online via downloadable *pdf*s through the MOES website. Appraised of the complaints that the MOES website is too slow (or the connection of intended user is slow) the SESDP Component 2 DPTL has

exported the files experimentally as lighter **e-pub** versions (click-to-turn/flippable pages) and made these available via SESDP's facebook group; RIES's facebook page and later links will be made in sesdplaos.weebly.com as well as other sites/tactics identified with the (*Expert on Low Cost ICT Materials Development for Educators*)to be deployed.

Action Plan

No.	ACTIVITY (2)	LEAD UNIT (3)	PROPOSED SCHEDULE (4)	NEW PROPOSED BUDGET ($) (5)
	2B3. SUPPORT FOR THE DEVELOPMENT OF PEDAGOGICAL ADVISERS	**DSE**		
1	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B3 (i)**Annual Regional Meeting for Secondary Pedagogical Advisers (SPAs) and Secondary Master Trainers	**DSE**	**2012 (done), 2013, 2014, 2015, 2016, 2017, 2018**	**111,384**
	Budget equivalent to 15,912.00 /year or just enough for 408 participants doing a one-day conference with travel costs to and from venue covered by the In-SET budget...with 374 SPAs there is just enough left for 34 organizers			

2B4 SPA package to support the pilot ICT4LE

Description. SESDP will provide a local allowance and resource package to one SPA in each of 5 target project districts on a trial basis. DSE in coordination with the RIES and respective PES will take responsibility. The 5 selected SPAs will participate in the piloting and evaluation of the education media resources developed by RIES. Under activity areas 2B2 and 2B4, all schools will be able to access TV and radio broadcasts, and media-based materials (including on DVD) will be distributed to TEIs and a limited number of selected schools that have adequate facilities. Lessons learned and practical ideas for implementation of ICT4LE will be compiled and assessed, including in the annual regional conferences for SPAs

Status. ICT4LE production capabilities of RIES and existing communications channels have been analyzed with the DPTL for component 2.Convergence points of activities with other Components have been mapped out for easy understanding and scoping.

Implementation Strategy/Strategies. A local allowance will be funded by the project for a 3-year trial period to cover the costs of travel, accommodation costs in the district location and transportation allowance for the 5 selected **SPAs to travel to outlying schools.**

The resource package will include a **laptop** computer and **TV/DVD player** to enable the 5 selected SPAs to utilize ICT4LE media-based resources to enhance their support to teachers in the LSE and

USE schools in their districts. The **ICT materials** will include DVDs, *radio, and TV* programs (supported by complementary print materials), and will include **contents** that support classroom activities for teachers and students, and school-based in-service teacher training and peer support for use by SPAs, school principals, and teachers.

Action Plan

No.	ACTIVITY (2)	LEAD UNIT (3)	PROPOSED SCHEDULE (4)	NEW PROPOSED BUDGET ($) (5)
	2B4. SPA PACKAGES TO SUPPORT THE PILOT ICT4LE	DSE		
1	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B4 (i)**Implementation of ICT4LE pilot project activities including (i) school focused planning and orientation (ii) capacity building of SPAs and teachers (iii) work plans developed by SPAs and teachers with activities and monitoring processes described.	DSE	2014	13,500
2	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B4 (ii)**ICT4LE review workshops to monitor progress with implementation and to further build capacity	DSE	2015	10,800
				24,300

ISSUES

- **PRACTICAL HARDWARE.** RIES notes that the *TV* as output device for the DVD player could be changed to a more practical *digital projector* if to be used as a mobile instructional device to big audiences and would be more mobile than even a flat-screen TV set and can be projected to a blank plain wall.

- **CONTENT PRODUCTION.** Radio and TV programs are included as expected outputs but the production budget allocated to RIES is limited. Furthermore, we need to clarify if *Radio and TV sets* for the schools are included in order for them to receive broadcasted materials--unless tied up with the teacher incentive packages in 2A3 and could be used in the school.

- **CONVERGENCE POINT**.
  "SESDP will provide a local allowance and resource package to one SPA in each of 5 target project districts on a trial basis."

It would be good to clarify that these **5 districts are the same ones selected for 2A3**so that the SPA's can ably support the *new graduate science teachers* to be deployed in the trialling scheme and that the new LSE schools with teacher dormitories in **Component 1**specifically include these sights as well in order to solidify the incentive to relocate there.

o The ICT4LE experts will have to analyze this further with the RIES and discuss with other components.

2B5.   Teacher Upgrade Grants

Description.SESDP will fund grants to enable 30 LSE qualified science teachers working in poor ethnic areas within the 30 districts targeted under output 1 to enrol in secondary education teacher upgrade programs to upgrade from 11+3 to BA qualification. Priority will be given to female teachers and teachers from ethnic groups. The selection of the teachers will be the responsibility of DSE working with DTE. The course requires attendance at a provincial center or TEI for **6 weeks each summer for three years.**The PAM says "*starting in 2012, the grant will cover the cost of course fees, accommodation, and travel allowance for the three-year upgrade period with a final bonus payment on successful course completion and retention in the same school location*" but the scheme is actually schedules to start in **2013** per the accompanying table also in PAM.

STATUS. Initial outputs include "7 things you need to know about the Teacher Upgrade Grants (2B5)"which has been presented during the Inception Workshop. The section on proposed categories for selection received comments from PES/DEB participants.

IMPLEMENTATION STRATEGY will include careful collaboration with other components so that inputs strategically converge for maximum impact. It would be logical for example if the 30 LSE Qualifies teachers working in poor ethnic areas also coincide with infrastructure support from Component 1.

o Careful selection of the female science teachers by the DSE in close coordination with the DTE should be made   using   appropriate criteria. The PES shall be asked to give recommendations as to the suitability of these teacher-applicants to undergo rigorous schooling during summer. Whenever applicable, health certificates may be required.

o In every school year following the summer classes, the school headmaster or the Science Subject Coordinator should be tasked to monitor the application of what the teachers had learned from the TEIs. Timely feedbacks should be made to the trained   teachers. Status report shall be submitted every three months to the DEB, PES and the DOP for necessary adjustments , if needed.

o At the beginning of the second and third summer classes, these teachers should submit a report to the TEI as to how they had utilized their learning in their subjects. This may form part of the program assessment at the TEI level.

ACTION PLAN

No.	ACTIVITY (2)	LEAD UNIT (3)	PROPOSED SCHEDULE (4)	NEW PROPOSED BUDGET ($) (5)
	2B5. TEACHER UPGRADE GRANTS	DTE		
1	Budget Category 4: TRAINING & PROFESSIONAL DEVELOPMENT **P2B5(i)** Teacher Upgrade grants (11+3 to BA) for 10 LS qualified science/maths and/or female teachers from poor ethnic group areas DTE	DTE	**2013, 2014, 2015**	**49, 140**

ISSUES. From the inception workshop, there were suggested criteria   to   ensure the selection of worthy   science teachers to the upgrading grant   which include among others(1) signing of commitment contract to serve the school between 3-5 years; (2) minimum teaching experience of 3 years; (3) having good behavior and social relations;(4) physically fit; and (5) passing the proficiency test and (6) interview;

Some participants recommended to extend the grant to males and non-science teachers. PAM says priority will be given to female teachers and teachers from ethnic groups.

2C: NEW CURRICULUM MATERIALS (TEXTBOOKS AND TEACHER GUIDES)

2C1. Distribution of M3 and M4 textbooks and teacher guides to at least 1,200 schools and all TEIs

DESCRIPTION. In parallel with training for M3 and M4, the PMU will directly support procurement of the printing, packaging, and nationwide distribution of the final 2 years (M3-M4) of LSE curriculum materials (Appendix 9). The textbooks and teacher guides will be delivered to all public schools teaching LSE—currently just above 1,200, and termed "1,200 schools" herein for brevity—and all TEIs in SY2012/13 (M3) and SY2013/14 (M4):

STATUS.   M3 Textbooks and teacher guides distribution has been delayed due to various reasons including editorial errors detected by the supplier and the subsequent file exchanges. Meantime, the RIES has made the M3 materials available online vie the MOES website. To support this, lighter versions of the e-file have also been uploaded to SESDP facebook group and RIES facebook page in e-pub versions.

M4 Textbooks/Teacher Guides. Consultant has deployed local specialists for Upper Secondary Education materials Development for Match, Natural Science and Social Studies and foreign Language plus the Textbook Development and Teacher Training specialists as Quality Assurance Task force to pore over the M4 materials. Tools were designed by the DPTL for Output 2 to mark on the hardcopies; summarize the suggested corrections *per page per title per day* turned this over to RIES on September 25, 2012. RIES commits to turn over **CRC** by end of October. RIES has been advised to

strictly follow the editorial quality assurance procedures and tools developed under BESDP to avoid version-control and e-file systems issues; low-resolution graphics, as well as editorial productivity tracking using the editor's dummy board template to immediately track which page remains with quality issues.

IMPLEMENTATION STRATEGY. Once CRC (final manuscripts/final CD burned pdf files and hard copies)has been turned over to PMU for official turn-over to printer, no further alibis will be accepted. Editorial quality will be the exclusive domain of RIES who will in turn accept all accountability for such to ensure no further errors in the final artworks/CRC files. Furthermore, for easy tracking even in print production, it is recommended that the suppliers to be qualified must be physically nearest to Laos for practical reasons. Packages will have to be designed so that suppliers with no delay track records will be selected. Prior experience from other projects already tracks delays and delivery issues with suppliers[7] from India. These learning must be applied to the new procurements for M5 to M7.

Issues. Delay in the delivery of M3 textbooks due to various reasons, one of which is the need to "further edit" the final manuscripts and the delayed issuance of the letter of credit (LC). Another major delay would be the time needed to ship the books from India to Lao PDR. The new M3 currriculum was launched in schools without the distribution of textbooks and teacher guides and hopefully the trained teachers were able to deliver the new curriculum properly as expected when they were trained. Delays should be avoided in the next procurement and quality assurance measures should be properly installed, avoiding further other possible causes of delay other than the above already identified.

e-publishing of the textbooks and teacher guides is a stop gap measure but will never compensate for the delay especially in the delivery of the new M3 curriculum in remote schools. A well-studied procurement planning and agreement for M4 must be made with the Mission. Do we maintain the ICB method per the PAM, or do we revert back to the LCB method used in M1 and M2 procurement of printer.

Action Plan. The PAM provides for the following support under SESDP: RIES intends to use this instead to supplement M5 Materials editorial production budget

No.	Expenditure Item(2)	Lead IU and Partner(3)	Proposed Schedule(4)	Indicative Budget ($)(5)
1	Budget Category 3: Teaching and learning materials P2C1 (i) M3 and M4 curriculum materials CRC readiness check	RIES	2014	1,568
			Total Budget	1,568

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[7] It was gathered that Eastern Printing, the supplier for M1 and M2 offered a lower bid but did not meet financial requirements set by the bid for M3. Eastern delivered on time and was procured based on several print procurement packages. Failure to issue the LC on time was not an issue at that time, because Eastern followed the contracted schedule even without LC issuance yet.

It is important to start the procurement of textbooks and teacher guides early. Below is the cost estimate based on the proposed number of materials to be printed:
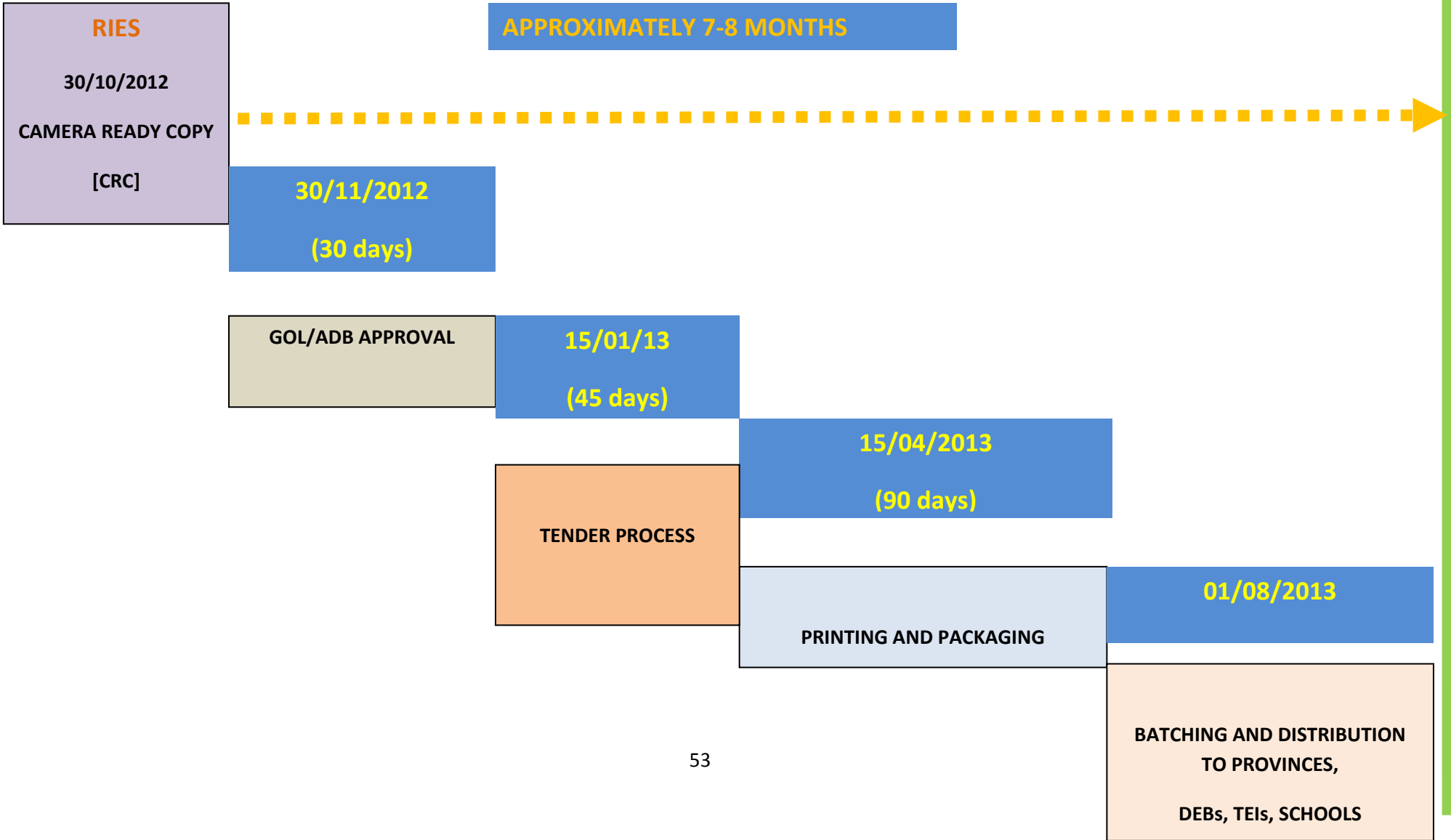
Assumption : TB 1:1*

TG 1:25**

Growth rate: 2%   Note: printing for school year 2012-2013

Exchange rate= 8000

Items to be procured	No of Titles per set	Allocation	Actual no. of students	2%	No of set required	Cost/set (Estimated)	Total est in LAK	Total est in USD
Text books	11	1:1*	70,809	1,416	72,225.18	76,902	5,554,244,451	
Teacher's Guides	14	1:25**	70,809		2,832.36	77,922	220,703,156	
Text for MOE, TEI/FOE and Private schools	11						845,919.51	
Guides for MOE, TEI/FOE and Private schools	14						1,090,908	
Total							5,776,884,434	722,111

Also presented in the next page is the proposed timeline for the procurement of textbooks and teacher guides:

TIME LINE

START OF SCHOOL YEAR [SEPTEMBER]

RIES

30/10/2012

CAMERA READY COPY

[CRC]

APPROXIMATELY 7-8 MONTHS

30/11/2012

(30 days)

GOL/ADB APPROVAL

15/01/13

(45 days)

TENDER PROCESS

15/04/2013

(90 days)

PRINTING AND PACKAGING

01/08/2013

BATCHING AND DISTRIBUTION TO PROVINCES,

DEBs, TEIs, SCHOOLS

2C2 New USE textbooks and teacher guides to 500 schools with USE classes and all TEIs

DESCRIPTION. SESDP consultants will support RIES in the development of MOE's new USE curriculum materials (textbooks and teacher guides) to teach the approved new USE curriculum. Improved materials will play a key role in translating increased relevance of the new USE curriculum, and strengthening SES students' mastery of skills (e.g., problem solving) and concepts needed in the labor market or subsequent tiers of education. They will also support improved, more student-centered instruction to encourage creativity and active learning. As shown in Table 2, in each of the years 2013-2015, prior to the official introduction of the new M5-M7 curriculum, a series of workshops will be conducted to develop curriculum materials for that USE grade.

STATUS. Initial iterations with RIES with detailed budgets per activity. Presentations made during pre-inception workshop. Budget significantly lesser than in their copy. Referred to PAM as the final reference.

IMPLEMENTATION STRATEGY. In each year (for each of 3 USE grades), RIES will organize a 2-day review of existing materials for each grade level, followed by a 5-day curriculum materials development workshop, bringing together curriculum writing teams, indicatively including **2 external national specialists for each of the 5 core subject strands.** A further 5 days is allocated for school-based testing of the curriculum materials for the 14 SE subjects at each grade level, to inform final revisions. (note: *only 4 subject experts are detailed in the RFP, Math, Natural Science, English and Social Studies with 4 local counterparts as well*)

As the final stages, a Committee on Approval of Curriculum and Instructional Materials (CACIM) workshop and a final 'camera-ready copy' (CRC) check of the curriculum materials will be undertaken before manuscripts are released for printing.

The PMU will directly support procurement of the printing, packaging and nationwide distribution of the (M5–M7) of USE curriculum materials annually, as set out below and in Section VI.B (the Procurement Plan). As noted in activity area 2C3 below, in 2012, SESDP will also support pilot testing of interim M5 materials, to feed into the M5-M7 curriculum development process.

ACTION PLAN. Innovation: RIES intends to combine these budgets with savings from 2C1 (with **2C2***i,ii*, and *iii*) and **2C3** in order to trial the M5 textbooks/teacher guides within Q4 of 2012.

No. (1)	Activity (2)	Proposed Schedule (4)	Indicative Budget ($) (5)
1	Budget Category 3: Teaching and learning materials P2C2 (i) M5 (1st edition) curriculum materials CRC readiness check	2012	2,808
2	Budget Category 3: Teaching and learning materials P2C2 (ii) M5 (2nd edition) curriculum materials review	2013	3,120
3	Budget Category 3: Teaching and learning materials P2C2 (iii) M5 (2nd edition) curriculum materials revision workshop 1	2013	7,800
4	Budget Category 3: Teaching and learning materials P2C2 (iv) M5 (2nd edition) curriculum materials testing	2013	2,730
5	Budget Category 3: Teaching and learning materials P2C2 (v) M5 (2nd edition) curriculum materials CACIM workshop	2013	4,680

6	Budget Category 3: Teaching and learning materials P2C2 (vi) M5 (2nd edition) curriculum materials CRC readiness check	2013	2,808

Activities 4 to 6 budgets will be programmed to output M5 CRC with quality assurance activities similar to M4

M6 MATERIALS			
7	Budget Category 3: Teaching and learning materials P2C2 (vii) M6 curriculum materials review	Q2 2014	3,120
8	Budget Category 3: Teaching and learning materials P2C2 (viii) M6 curriculum materials development workshop	Q2 2014	7,800
9	Budget Category 3: Teaching and learning materials P2C2 (ix) M6 curriculum materials testing	Q2 2014	2,730
10	Budget Category 3: Teaching and learning materials P2C2 (x) M6 curriculum materials CACIM workshop	Q2 2014	4,680
11	Budget Category 3: Teaching and learning materials P2C2 (xi M6 curriculum materials CRC readiness check	Q2 2014	2,808
M7 MATERIALS			
12	Budget Category 3: Teaching and learning materials P2C2 (xii) M7 curriculum materials review	2015	3,120
13	Budget Category 3: Teaching and learning materials P2C2 (xiii) M7 curriculum materials development workshop	2015	7,800
14	Budget Category 3: Teaching and learning materials P2C2 (xiv) M7 curriculum materials testing	2015	2,730
15	Budget Category 3: Teaching and learning materials P2C2 (xv) M7 curriculum materials CACIM workshop	2015	4,680
16	Budget Category 3: Teaching and learning materials P2C2 (xv) M7 curriculum materials CRC readiness check	2015	2,808

2C3 M5 Curriculum materials reviewed via limited pilot testing –REVISED

DESCRIPTION. In addition to the cohort-based official rollout of M3 to M7 textbooks and teacher guides, a pilot M5 print run and distribution of textbooks and teacher guides will be undertaken in 2012 by RIES working with DSE and DTE. This interim measure will be undertaken to meet the current extreme shortage of M5 textbooks and teacher guides. The M5 pilot will provide RIES with an opportunity for trialing and subsequent revision to the M5 textbooks and teacher guides prior to full rollout in 2014.

The project will provide: (i) limited (but nationwide) printing and distribution of an emergency supply of these interim M5 materials; (ii) a focused pilot test in **5 provinces** and a total of **15 schools with M5 classes**, including provision of training on the interim M5 materials' content and careful M&E; (iii) support to incorporate findings from the pilot into refinements to the M5 materials in time for the printing and nationwide roll-out of the revised M5 curriculum in SY2014/15.

NOTE: This has been **updated in the MOU's paragraph 33 and 35 to wit:**

33. To ensure the quality of new USE materials, SESDP's original design included a "Pilot Test 3", under which the draft M5 curriculum materials (developed by RIES) would be pilot tested in a small number of schools in 2012, with M&E feeding into refinements prior to nationwide rollout of the revised M5 curriculum in SY2014/15. However, further analysis indicated that the extent of content movement across USE grades under the new curriculum was more substantial than foreseen earlier, such that children participating in the interim M5pilot might be disadvantaged in continuing their USE studies (e.g., repeating some content from the existing M4 curriculum that is now included in LSE, and missing some content that would be required to perform well under the existing M6-M7 curricula). In view of this, it was agreed to *modify Pilot Test 3 to proceed with a more limited pilot consisting of a series of 2 or more workshops and related activities* (see below), rather than to introduce the draft M5materials (and the new M5 curriculum) in selected schools in SY2012/13, supplanting the existing M5 curriculum in those schools

35. Regarding the more limited pilot on the draft M5 curriculum materials, the PMU will continue discussions with RIES and other units on the detailed approach. Currently, it is foreseen to structure this Pilot 3 as a sequence of 2 workshops:

(i) a first workshop around the end of September or early October 2012 that would convene a selected representative sample of teachers to orient them on the new M5 curriculum and draft M5 curriculum materials, providing them copies for review in the coming months; and

(ii) **a second, and more intensive workshop** during the January 2013 holiday to reconvene these teachers, allow them to prepare a model lesson using a specific lesson from the materials in their subject, and then to deliver that lesson in a classroom with students at that grade level. Teacher feedback and evaluation after teaching the mock lesson would feedback into revisions of the materials, with support from the SEDSP consultants. The PMU expects to submit a proposal (developed jointly with RIES) for this modified pilot by end of July 2012.

IMPLEMENTATION PLAN. RIES will be inviting teachers from different schools to a workshop explaining the materials testing mechanics and distribute advance copies of the M5 materials. After an initial exposure, the participants will provide feedback regarding user-friendliness (ease of use and understanding without the prior in-service training support given before a roll-out) via a second workshop. The gathered inputs will be integrated *2C2 iii-vi.*

Activity	Expenditure Item	Proposed Schedule	Indicative Budget ($)
1-central	Budget Category 3: Teaching and learning materials P2C3 (i) Workshop to prepare M5 Teacher Training Manual (pilot) Provide generic pedagogical training and review of changes in the M5 curriculum for all subjects	2012	9,750
	Budget is equivalent to the following number of participants @ $39/day DSA 2 days (1 day workshop plus 1 day travel) =		

	125 participants including organizers 3 days (1 day workshop plus 2 days travel) = *83 participants including organizers* To test **all 14 subjects' TGs**		
2- FOEs and TEIs	Budget Category 4: Training & Professional Development **2C3 (ii) M5 In-Service Teacher Training (pilot)** 5 days summer school for 11 teachers (one for each subject) from 15 schools with M5 Summer Schools run in a TEI or FOE that delivers BA program	2012	38,025
	5 days summer school for 11 teachers (one for each subject) from 15 schools with M5 Summer Schools run in a TEI or FOE that delivers BA program		
3- DSE	Budget Category 4: Training & Professional Development **P2C3(iii)**M5 In-Service teacher training (pilot) monitoring and evaluation visits	2013	10,584
		Total Budget	**58,323**

ISSUES: RIES wants to re-align this budget with other component 2 activities within its scope of deliverables. A more detailed program with proposed budget for items that need to be reconsidered will be submitted within October, 2012 after brainstorms with the ICT4LE expert (*Expert on Low Cost ICT Materials Development for Educators*).

2D: Teaching and Learning Equipment and Materials

2D1   Provide M1 and M2 textbooks and teacher guides, basic science equipment, materials and library books to 30 LSE schools in target areas.

See procurement plan in Section VI.B of PAM. No training associated with this sub-output.

2D2   Provide basic materials/equipment for Arts/Music/Physical Education. See procurement plan in Section VI.B of PAM. No training associated with this sub-output.   The Department of Physical Education, Music and Arts is currently preparing the list of basic materials and equipment to be procured under SESDP and will turn over the list to the PMU once completed.

2D3   Provide Science equipment and materials for 15 existing SE schools to support USE instruction by 2017. See procurement plan in Section VI.B of PAM. No training associated with this sub-output. Consultants note in paragraph 36 and 37, the tie-in with 30 new LSE schools and 15 USE classroom blocks under Output 1.

2E: SUPPORT FOR IMPROVED STUDENT ASSESSMENT

2E1 Rules and regulations M4 and M7 national exams and HE exams

DESCRIPTION. The SESDP project will assist ESQAC and DSE in strengthening the national examinations for M4 and M7 through support in drafting of new Rules and Regulations by 2014.

STATUS. Expert to be deployed per deployment schedule.

Per paragraph 39 of MOU "BESDP has supported MOES in developing and conducting stakeholder dialogue on a draft Learning Assessment Framework (LeAF), the latest version of which was reviewed at a working meeting held mid-mission (26 March). Limited and focused support, will be provided by the SESDP implementation consultants in helping MOES' work to finalize this framework. SESDP will provide continued support to operationalize it (including in the form of national examinations of M4 and M7 ASLO targeted in SY 2013/14 and SY 2016/17.

IMPLEMENTATION STRATEGY. Workshops to be facilitated by ESQAC and DSE will include technical input from SESDP consultants to assist in formulating a document that aligns with international standards and best practice. At USE level the *G12 National Information Resource Center* is to be established along with procedures for improving transparency in national examinations (SEAP USE Quality Program 4.5). The SESDP will support the process through workshops to assist in formulating a document, which is compliant with the emerging *National Qualifications Framework*. The inputs will ensure that there is enhanced continuity and smooth transition from USE schools to university and technical vocational study, aligned with international standards and best practice.

ACTION PLAN

No. (1)	Activity (2)	Proposed Schedule (4)	Indicative Budget ($) (5)
1	Budget Category: Training and Professional Development P2E1(i) Strengthening of national examinations for M4 and M7 Review and approval of Rules and Regulations for M4 and M7 exams and entrance exams to Higher Education	2013	3,510
2	Budget Category: Training and Professional Development P2E1(ii) Strengthening of national examinations for M4 and M7 Review and approval of Rules and Regulations for M4 and M7 exams and entrance exams to Higher Education	2014	3,510
		Total Budget	7,020

2E2 Support MOE/RIES to conduct ASLO for M4 in 2014 and M7 in 2017

DESCRIPTION: The SESDP will assist **RIES** and **DSE** with development of the M4 Assessment for Student Learning Outcomes (ASLO) in 2014 and the M7 ASLO in 2017. Support will build upon the existing expertise and experience of RIES to assist in planning and design stages and the later analysis and reporting stage. RIES has the capacity to conduct the ASLO following the procedures

already established in earlier rounds of ASLO. The critical safeguards to be put in place relate to transparency in administration and reporting of the ASLO.

STATUS: Expert to be deployed per deployment schedule.

IMPLEMENTATION STRATEGY:Quality Standards is really the domain of ESQAC. It will be these 2 units, ESQAC and RIES who must lead this activity.

No. (1)	Activity (2)	Lead IU and Partner (3)	Proposed Schedule (4)	Indicative Budget ($) (5)
1	Budget Category: Training and Professional Development P2E2(i) Development of M4 Assessment of Student Learning Outcomes	ESQAC/RIES	2014	4,879
2	Budget Category: Training and Professional Development P2E2(ii) Development of M7 Assessment of Student Learning Outcomes	ESQAC/RIES	2017	4,879
			Total Budget	9,758

4.3 OUTPUT 3 - STRENGTHENED SECONDARY EDUCATION SUBSECTOR MANAGEMENT

Sub-Output 3A. Support for Enhanced Subsector Analysis to Guide Decision-Making

Sub-Output 3A will support: (i) further institutional analysis of the SES; (ii) nationwide SES school network mapping to identify unmet demand and guide planning for network expansion; (iii) strengthening and integration of existing management information system modules, in particular related to SES management; and (iv) focused support on needs analysis and planning for the 30 districts targeted under Output 1.

3A.1 Update institutional analysis of SE subsector and in-depth LSE needs assessment

Per Annex B (MOES Current Organizational Structure, the work entails a need to update the analyses carried out under ESDF, SEAP and the SESDP PPTA to ensure that activities planned under 3B1 (*capacity building program*) are still aligned with recent developments to maximize complementarities with other donor initiatives. MOES from the former MOE was merge with the Ministry of Sports, with the necessary reorganization taking place.

Institutional analysis of the secondary sub-sector after the reorganization, is necessary particularly in the 30 districts where SESDP and the FTI project will both be working with PESS and DESB. Supported by project consultants, the PMU will take the lead in coordinating with DOP and other relevant departments (see 3B1), to complete the update by December 2012. The update will be prepared through a central review and planning workshop organized by DOP, which will also collect

data through a rapid review at the local levels and a validation meeting at central level. Project consultants will support the overall process.

Complementation **Sub Output 3B2** (Communication/dissemination advocacy strategy developed and launched) with work on social marketing and communication on the need to conduct an in-depth analysis of communication within the MOE (horizontally and vertically) will be explored.

Status. The Team has discussed with DOP the urgency of implementing this activity. An action plan was agreed upon but further details of activities have to be threshed out yet. The output of this activity is a prerequisite to any capacity building workshop to be conducted under 3B1. There are current references available to develop an updated subsector analysis and an in-depth SE needs assessment. DOP needs in-depth support however to consolidate and analyze available references for institutional analysis and develop a "Capacity Development Framework for SESDP". This is important since per the PAM, all trainings should be based on findings from the institutional analysis.

Issue. The issue is who among consultants should provide the assistance to the DOP to update institutional analysis, conduct SE needs assessment, and develop "Capacity Building framework for SESDP", since these are not spelled out in the experts' or consultants' TOR.

Implementation Strategy. One practical strategy is to consolidate consultants' effort to develop the Subsector Needs Analysis and the Capacity Building Framework for SESDP. This is something that can be discussed in the upcoming Mission. For 2012 identified training activities, alignment with the needs analysis must be ensured. The Output 3 Deputy Team Leader has drafted a paper on "Strengthening Education Management at the School, District and Provincial Levels", capturing an analysis of school, district and provincial education management system and a recommendation on how planning should be institutionalized at the school level (See Annex ___).

Sub Output 3A Action Plan by DOP

No. (2)	Activity (2)	IUs Involved (3)	Proposed Schedule (4)	New Proposed Budget ($) (5)
1	P3A1(i) Workshop to review documents and design institutional analysis and needs assessment update	DOP MOE	2012	3900
2	P3A1(ii) Data collection 2-day workshop in 3 provinces (10 persons in each workshop: Provinces selected to include 1 from each of the North, Central, South regions)	DOP MOE	2012	2160
3	P3A1(iii) Data collection 1-day workshop in 6 districts (10 persons in each of the 2 districts from each of the above 3 provinces (North, Central,	DOP MOE	2012	2160

	South)			
4	P3A1(iv) Update report validation meeting (1 day meeting for 20 people)	DOP MOE	2012	780
Total Budget				**9000**

Sub-Output 3A.2 Nationwide SES school network mapping to identify unmet demand and guide planning for network expansion

Description. A nationwide school network mapping exercise will be rolled out by ESITC that sequentially includes: (i) reviewing recommendations made under BESDP and the PPTA; (ii) reviewing the selection process (including lessons learned) for sites for SESDP-supported new LSE schools in the 30 districts; (iii) assessing and inputting to confirmation of sites for the 15 new USE classroom blocks; (iv) mapping other current and future secondary school locations in these 30 districts in order to complete school mapping in these districts; (v) survey other districts in the same provinces; and (vi) conducting network mapping in other districts and provinces nationwide.

Status. Site identification and validation has been earlier conducted by the PMU. Focused support has already been extended to the initial analysis of the 30 districts with the conduct of baseline study, target setting of school beneficiaries for LSEs, site validations, as well as identification of scholarship beneficiaries. Initial data has been extracted from PESs to assess information that they can generate from their end.

The Team has further made discussion with ESTIC, DSE, and PMU as to the cost-effective means of doing school network mapping. As of date, ESITC has accounted 145 districts with 9,000 (+) villages distributed among 17 provinces. Four (4) provinces are not finished for gathering of basic information update for 2012 owing to the on-going development of shape files of five (5) districts. Two new staff are assigned with School Mapping Unit of ESITC but have no technical know-how on the use of ArcGIS software.

ISSUES. GPS coordinates of Secondary schools are of great importance but is not explicit in the design of the project. ESITC has two GPS units with them but the Center is not keen in targeting to get GPS coordinates of school sites. This runs in contrary to the opinion of other IUs and the earlier recommendation of BESDP. To avoid subjectivity of information, it is important that GPS coordinates of each SE school site including that of their feeder primary schools be taken. With this, a more effective school network mapping model can be demonstrated under SESDP.

On the other hand, ESITC alone will have difficulty of getting information since there are only two (2) staff available and are very new for this type of work. The PAM however explicitly identified ESITC to take the lead. The Center however is having difficulty due to lack of staff.

Implementation Strategy. It is important to engage primarily DSE to take the lead in coordination with ESITC, to complete the school network mapping for at least the 30 districts and their feeder primary schools. If SESDP intends to demonstrate school mapping and make a decree for universal application across subsectors, then it is but logical that a Task Force be created involving ESITC, DSE, DOP, DTE, and DP, and ECDM with DSE heading it.

Action Plan

No. (1)	Activity (2)	Lead IU and Partner (3)	Proposed Schedule (4)	Indicative Budget ($) (5)
1	Assessment of School Network Mapping Division Capacity (Central)	DSE, DP-ESITC, ECDM, DOP, DTE, Consultants, PMU (30 pax)	Oct- 2012	
2	Development of School Network Mapping Model/Templates Per Key identified Variable (3 Days)	DSE, DP-ESITC, ECDM, DOP, DTE, Consultants,	Oct- 2012	
3	Piloting of School Network Mapping Models in at least the 30 districts completing the key identified indicators with the following activities: i) Data Collection; ii) situation analysis; iii) projection of needs; and iv) development of choropleth maps. (10 Days)	DSE, DP-ESITC, ECDM, DOP, DTE, Consultants,		
4	Workshop to assess, improve and identify bottlenecks in the conduct of school network mapping.	DSE, DP-ESITC, ECDM, DOP, DTE, Consultants,		
5	Workshops on the Development of School Network Mapping Manual to Identify Step-by-Step process for handy reference among PESs and DEBs (2-Days)	TWG	Nov-2012	
4	Training of Trainers for 17 PES Staff (Central): 5-Days	DSE, DP-ESITC, ECDM, DOP, DTE, Consultants, PESS, DESB	Dec-2012	
4	Pilot Workshop for the ESITC, PES and 30 DESB/SESDP Covered Districts (Training of Trainers) (By Regional clustering)	DP-ESITC, DSE, PMU, PESS, DESB	Dec-2012	71,995
5	Roll Out Workshops to other 115 DESB (By Regional).	DP-ESITC, DSE, PMU, PESS, DESB	Q1-2013	

6	Workshop for Consolidation of District and Provincial Maps and Consolidation of Lessons Learned to the Roll Out Experience (Central)	DP-ESITC, DSE, PMU. DOI	Q1-2013	
7	Focused Presentation with SESDP IUs on the list of priority schools to be given with USE classroom blocks in SESDP to extend an LSE school to cover USE grades. (1day)	DP-ESITC, DSE, and PMU	Q2- 2013	28,800
8	Presentation to DSE and SESDP country-wide current and future needs and demands of secondary education subsector for planning and decision-making and Finalization of the Decree on the use of School Mapping to PESS and DESBs. (1 day)	DP-ESITC, DSE, PMU. DOI, DOP, IEC, and others	Q2-2013	
9.	Monitoring Assistance to PESS and DESB on Updating and Enhancing SES School Network Maps (Regular Activity)	ESITC, PMU (TWG)	2014-2018 (2x/year)	
Total Budget				**100,755**

3A.3 Strengthening and integration of existing management information system modules, in particular related to SES management

Description. SESDP will support a review of the existing assessments of SES-related management information systems (MIS) by ESITC in consultation with other MIS data providers—including DOP, Department of Finance (DOF), DTE, PES and DEBs—to contribute to continued work to improve MIS for the education sector. The assessment will include a review to supplement recent modifications under BESDP to improve the LSE related MIS and the preparation of a detailed plan for better integration of LSE and USE required data into the processes of information collection. Training activities will strengthen the maintenance, monitoring and analytic capacity of the DOP and DOF staff which maintain the Personnel MIS and the Financial MIS. Workshops and field visits will support (i) reviewing and supplementing of recent analyses of existing LSE related MIS, to prepare detailed plans for better integration of MIS systems; and the strengthening of PMIS and FMIS staff capacities.

Status. Existing assessments of SES-related management information systems (MIS) by ESITC leads to knowledge that Management Information Systems (MIS) are being maintained in various departments and units within the MOES. These are Education Management Information System (EMIS) in Educational Statistics and Information Technology Center (ESITC), Personnel Management Information System (PMIS) in Department of Organization and Personnel (DOP), Teacher Training Management Information System (TTMIS) in Department of Teacher Education (DTE), Financial Management Information System (FMIS) in Department of Finance (DoF), and Higher Technical Vocational Education Management Information system in the Department of Higher, Technical and

Vocational Education. Furthermore, under the Asset Management Unit, there is also an information system called the Computerized Asset Management System (CAMS) which keeps track of of the physical assets of MOES.

The main challenge of this current setup is how to integrate these different systems with EMIS and make sure there is no overlapping of data being processed across various MIS units. Given the huge information being managed by each MIS unit, it is important to carefully study and select information needed to feed into the planning process. The FMIS integration for instance initially looks at information on provincial expenditures to be linked with EMIS. FMIS however operates on MS Excel while EMIS uses FileMakerPro 4.1. FileMakerPro however is not able to link easily from data analysis software such as Excel. ESITC confirms the completion of the assessment study, and that the integration of these FMIS and EMIS requires a middleware software which has already been identified and to be procuredunder WB-FTI and is scheduled for implementation in 2012.

It is only FMIS, which is still on excel-based, that is being developed and prepared for integration. Assessment initiatives towards the building of the PMIS to allow proper tracking of all teaching and non-teaching personnel is under way and efforts on building an operational database has been a challenge.

The SESDP TOR specifically requires reviewing and supplementing recent analyses of existing LSE related MIS, to prepare detailed plans for better integrating of MIS systems, and the strengthening of PMIS and FMIS staff capacities.

Issue. The IUs do not have leveling of expectations among themselves on what do they expect and how they will go about integration. Further coordination meeting and leveling of expectations with ESITC, DOF, DOP, and DTE has to be further conducted.   This activity maybe included in the workshop to do in-depth institutional analysis as called for in 3A1 (Institutional analysis of SES and in-depth LSE needs assessment).   The SESDP TOR on MIS is not very clear, though it mentions "workshops and field visits to support (reviewing and supplementing of recent analyses of existing LSE related MIS, to prepare detailed plans for better integrating MIS systems; and (ii)   the strengthening of PMIS and FMIS staff capacities."   For MIS work under the SESDP, Consultants propose to explore MIS integration of the PMIS and FMIS softwares, based on previous BESDP studies, leading to the preparation of detailed plans towards the building of a computerized provincial-district based payroll system which will allow timely and better tracking of payments of teachers' salaries, especially those teachers assigned in remote and isolated secondary education schools.

The Expert and Consultant for ICT for Education Policy and Strategy seems not to include the abovedescribed task.   It is recommended that an Expert be assigned to prepare the detailed plan and produce the output in two months' time.

Implementation Strategy. Consultants will have to facilitate leveling of expectations and further coordination with donor partners working with ESITC, DOP, DOF and DTE.   Close coordination with the DOP and the DOF in preparing the detailed plans should be done.   The following are the activities that need to be undertaken as listed in the PAM which would need further refocusing once the Expert has been fielded.

Action Plan

N o .	Activity (2)	IUs (3)	Proposed Schedule (4)	Indicative Budget ($) (5)
1	**P3A3(i)** 3-day workshop to review and supplement recent analyses of existing LSE related MIS	ESITC, DOP, DOF and DTE	2012	2340
2	**P3A3(ii)** Prepare detailed training plan for better integrating of EMIS systems in 2012 and review progress in 2013	ESITC, DOP, DOF and DTE	2012, 2013	6480
3	**P3A3(iii)** Strengthen PMIS staff skills capacity in identified areas (see P3A1) in MOE (13 staff) and 17 provinces (1 staff per province)	ESITC, DOP, DOF and DTE	2012, 2013	5400
4	**P3A4(i)** Detailed needs analysis of LSE in 30 Districts and USE in target areas (see P1)	ESITC, DOP, DOF and DTE with DSE	2013-2015	
Total Budget				**14,220**

3A.4 Detailed needs analysis and planning for the 30 districts targeted under Output 1

Description. Per PAM the undertaking of Activity 3A4 was meant to "assist in the confirmation of USE school locations in both districts and provinces identified during the PPTA and broader planning." Given this situation, this activity will advance further to make use of the 30 districts as pilot areas for the school network mapping design applying and updating the baseline data earlier developed by the PMU. Data gathered will feed into school network mapping pertinent to key major indicators for secondary sub-sector planning and decision-making. Hence, it is but logical to consolidate sub-activities on nationwide SES school network mapping (Activity 3A2) and the Upper Secondary Education needs analysis and planning for the 30 districts covered by Output I (Activity 3A4).

Sub-Output3B: Capacity Building for improved SE subsector management at all levels

Sub-Output 3B support includes (i) phased-in, multi-modal capacity building education sector staff at central, provincial/local levels and secondary school principals; (ii) development of a communication strategy within the MOE system and outwards to communities and other stakeholders; (iii) further operationalization of the new Strategy for Promoting Private Education, 2010-2010 (which was developed with BESDP support), including mobilization of non-profit actors (e.g., NGOs), corporate social responsibility, and various types of public-private-partnerships; and (iv) development of policy and strategy related to how selective investments in appropriate forms of information and communication technology (ICT; ranging from print, television and radio, to more modern forms of ICT) can serve Lao PDR's education objectives.

3B.1 Based on institutional and needs assessments, phased and multi- mode capacity building program for education sector staff at central level (including PMU and IU), provincial/local levels and for LSE School Principals by 2012, complete by 2016.

Description. Based on the updated institutional analysis (see activity area 3A1), a phased and multimodal capacity building program for education sector staff at central level (including the PMU and IUs), provincial/local levels and targeted SES school principals will be developed and delivered with national and international consultant support. The Project Management Unit (PMU) will coordinate the implementation of the training plan with the benefiting line departments of MOE and provincial and district offices (see also Section IIIB). At the central to district levels the focus of the program will be on capacity building for quality assurance, M&E, finance, secondary education system management at central, provincial and district level; and SESDP management. The content will be agreed with the benefiting organizational units (including ESQAC, DOF, DOP, DOI and DSE). A particular focus is on the needs of the 30 districts targeted for support under output 1 of SESDP's project.

Within the capacity building program, DOP (supported by SESDP consultants) will oversee the revision of the manuals of working procedures of the central MOE departments, centers and units and the provincial and district equivalents. Staff of each division will work on the revision and this will assist further understanding of working procedures by departmental personnel. DOP, supported by the SESDP consultants, will organize a training of trainers for PES counterparts, who will then conduct provincial-level trainings on school improvement planning with an emphasis on instructional leadership. The latter will cover a total of 1,200 secondary school directors (school directors), one from each school in 2013, followed by a phased program of annual capacity building seminars for 2 senior staff—the school director and a senior female teacher—from each of the 1200 secondary schools

Status. There is no consultant responsible for the huge tasks described above and the involved IUs cannot deliver it by themselves alone. Please note that the estimated allocated budget for this activity per the PAM is huge.

Implementation Strategy. Negotiation must be made during the Mission to discuss how this can be implemented with support of other consultants. The Deputy Team Leader for Output 3 has drafted a paper on the needs of developing School Improvement Plan in alignment with District and PESs Plans being piloted in the BESDP. Should this be subjected to perusal and be made acceptable, then a piloting is suggested to combine training of PPAs and School Planning (*with establishment of School Planning Unit participated by private sectors*). This way, the various SESDP interventions are channeled in one direction at school level implementation. Additional person months of at least three months for the school network expert be considered to guide this process is proposed.

Action Plan

No. (1)	Activity (2)	Lead IU and Partner (3)	Proposed Schedule (4)	New Proposed Budget ($) (5)
1	Develop framework for capacity building based on the available documents on institutional and needs assessment of SES			

	Based on a **Capacity Building Framework**, conduct capacity building and training workshops on the following:			
2	P3B1(i) 2 x 5-day workshops to build planning capacity at the secondary education level	**DSE MOE**	2012 & 2014	74880
3	P3B1(ii) 2 x 5-day workshops QA workshops	**DOP/ES QAC**	2012 & 2014	74880
4	P3B1(iii) 2 x 5 day finance workshops maybe linked to grant/block grant manuals as determined by work completed in 3A1 (i) DSE / DOF	DSE / DOF	2012 & 2014	74880
5	P3B1(iv) Secondary Education 7 days of workshops/training for DEB, PES and DSE staff as determined by 3A1(i) DSE MOE	DSE MOE	2012	90090
6	P3B1(v) 2 x 5 day workshops/training for PMU and PMI staff on Project Management as determined by 3A1(i) DSE MOE	DSE MOE	2012 & 2014	18720
7	P3B1(vi) 2 x 5 day monitoring and evaluation workshops / training DOI / DSE	DOI / DSE	2012 & 2014	69120
8	P3B1(vii) 5-day workshops (5 days each) to revise the Manuals for Working Procedures for MOE departments , PES and DEB	DOP / DSE	2012	29250
9	P3B1(viii) Initial 5-day workshops on school improvement planning with educational leadership emphasis for all school directors	DSE MOE	2012	234000
10	**P3B1(ix)** 2 day rotating annual capacity building seminars (25% of cohort per annum with no repeats) for school leaders (school directors and one senior teacher with women senior staff having preference	DSE MOE	2013,2014 ,2015, 2016	187200
Total Budget				783900

3.B.2. Communication/dissemination advocacy strategy developed and launched by end 2013

Description. To support SESDP's policy program, the project will support MOE's development and launch (by end 2013) of a communication strategy, supporting MOE's broader reform agenda by (i) improving communication within MOE (e.g., communicating policies downward and reporting progress upward across administration levels); and (ii) dissemination and advocacy outward to the general public and local communities, with some focus on secondary education. SESDP consultants will support RIES' preparation of the strategy, in dialogue with MOE information officers, the Department of Non-formal education (DNFE), IEC, and other stakeholder departments. Dissemination and advocacy elements of the strategy will include positive media coverage and compelling stories of teachers and local staff working in remote poor ethnic group areas. Consultation will take place through regional meetings and a validation meeting will be held prior to the submission of the draft communication strategy to the Prime Minister's Office (PMO). Following PMO approval, a national event will be held by the end of 2013 to launch the strategy. Implementation of the strategy will begin with a workshop to train 10 MOE staff, 17 PES staff, and 17 provincial information officers.

Status. This will be supplied after meetings with concerned entities have been conducted.

Issues. Who is responsible for the cost of media coverage, printing and dissemination of advocacy materials and how much is allotted to this? This is important to guide the Expert in the advocacy work to be launched. Media people also need to be paid and fed and provided with publicity materials. Advocacy needs resources.

The Expert will further study requirements and will try to answer the following questions in the course of her work: (i) What key messages should be advocated during the SESDP? Initial messages include PPA roles, PPP prospects, need for students to stay in school and what to do to prevent drop out, etc. (ii) Would the establishment of a speaker's bureau or information unit to act as clearinghouse at various levels be feasible?; (iii) Are there guidance counselors in the schools?; (iv) Would the participation of the Department of Student Affairs not relevant to this?; (v) Can funds allocated for advocacy promotion?

Action Plan

No. (1)	Activity (2)	Lead IU and Partner (3)	Proposed Schedule (4)	New Proposed Budget ($) (5)
1	**P3B2(i)** 5-day workshop to develop draft communication/ dissemination/ advocacy strategy with participation of 22 national and provincial stakeholders	DSE / RIES	**Q3-2012**	4290
2	**P3B2(ii)** 2-day consultation on draft strategy in 3 regions (North, Central and South). 30 participants in each region.	DSE / RIES	**Q3-2012**	3240
3	**P3B2(iii)** 2-day validation meeting with representation from 3 regions and non-MOE stakeholders	DSE / RIES	2013	3120
4	**P3B2(iv)** 5 day workshop to train MOE and 17 PES and 17 information officers	DSE / RIES	2013	8580
5	**P3B2(v)** National event for 40 participants to launch strategy	DSE / RIES	2012	1560
Total Budget				**20,790**

3B.3. Support for the implementation of the Strategic Plan for Private Sector Involvement in Education Development

Description. The Program will provide support to the Department of Private Education Management (DPEM) for the implementation of the Strategy for Promoting Private Education including (i) focus group meetings for private sector actors (including NGOs and other non-profit organizations) to spur investment in private education, (ii) focus group meetings on mobilizing philanthropic support for public or private education in disadvantaged areas, and (iii) development of a decree on private education (targeting approval by the PMO by 2016, if not earlier) that is in

alignment with the Investment Law and supports implementation of the Strategy for Promoting Private Education, 2010-2020.

Status. he ongoing re-organization in MOES caused the dissolution of DPEM and the creation of the Private Education Advisory Council Office (PEACO). Most of the roles and responsibilities of the DPEM were absorbed by the PEACO through Ministry Order # 1134/MOES DOP though some of line functions have been lost.[8]To date, PEACO accepted the responsibility as the lead Implementing Unit (IU) for output 3B3. An initial meeting with representatives from other MOES departments (primary, lower and upper secondary, higher education, and external relations) was conducted to discuss the activities needed to achieve the desired outputs- status report on the implementation of SPPE, models of public and private partnerships, and development of a decree on private education. The participants The NOL is already prepared and submitted together with the workshop agenda, financial requirements and list of participants. Preparation of materials for the workshop is on-going for implementation before the end of the month of October.

Issues. Currently, there is no single MOES department that is explicitly identified to spearhead the implementation of PPP. Rather, it is left to the various departments (specifically primary, secondary, TVET and higher education) to identify, conduct and implement PPP at their own levels. There may be a need to identify a department who will coordinate activities and initiatives on PPP where other departments can send in their reports for consolidation and repository of data.This role maybe played by PEACO or even the Department of External Affairs which has a Division responsible for Cooperation of international and local NGOs.

Private sector participation in education is not synonymous with private education. Participation of the private sector in education should be seen as a means to make private individuals, organizations (for profit and not for profit), corporations (local, foreign and multi-national), philanthropic individuals and associations, community and interest groups, professional and business groups, or any other legal entities who want to be involved in education as critical stakeholders in the delivery of education services. Models of these can be presented at the workshop.

The SPPE 2010 is a document that will guide stakeholders (from the government and private sectors) to expand their participation in education service delivery. To date, the SPPE was launched to a limited audience and may need to be disseminated to a larger scope that each stakeholder may be able to identify what role they would take to implement the strategy.

Implementation Strategy. A Ministry Decree creating a task force to do the task required above is proposed with PEACO as the lead unit in active collaboration with the Department of External Affairs, specifically it Cooperation Division.

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[8] (i) preparation of curriculum for private education for various education levels; (ii) appointment of school administrators for consideration for early childhood education and general education schools and training center which are invested by co-partners between international and local parties;   (iii) reports to the Minister for the appointment of administrators for private colleges and universities; (iv)   consider for approval for teacher recruitment for technical and vocational schools and HEIs;   (v) development of rules, regulations and standards for all types and levels of private education; (vi)   consider proposals for the establishment of private schools.

Consultative workshops and key informant interviews will be conducted to ascertain various legitimate issues and concerns on SPPE, PPP, and private education. All of these will be incorporated in a draft decree on private education and PPP. Please see Action Plan below:

Action Plan

No. (1)	Activity (2)	Lead IU and Partner (3)	Proposed Schedule (4)	New Proposed Budget ($) (5)
1	**P3B3(i)** Development of a decree on private sector management	PEACO	2012 & 2013	29,250
2	**P3B3(ii)** Facilitate 4 focus group meetings on business investment in private education	PEACO & Private Sector	2012 & 2013	4,680
3	**P3B3(iii)** Facilitate 4 focus group meetings on NGO and non-profit making organizations to contribute investment in private education especially in remote areas	PEACO & NGOs	2012 & 2013	4680
Total Budget				**38,610**

3B.4. Develop strategy (by 2013) and policy (by 2015) on ICT4LE by end 2013,   including a focus on ICT to support SE teaching, learning, and school management

Description. The project will provide technical and other support for DSE's preparation of a strategy and policy on ICT4LE for school education (grades 1-12), in dialogue with the Department of Pre-school and Primary Education (DPPE), ESITC, and other MOE and non-MOE institutions. Incorporating analysis of priority gaps in teaching, learning, and school management, as well as a total cost of ownership (TCO) analysis for potential ICT solutions, the strategy and policy will (i) be dictated by educational objectives (not —hardware‖) and linkage to broader education processes (e.g., improving teachers' mastery of new curriculum and pedagogy); (ii) clearly prioritize equity and sustainability; and (iii) stress low-cost, appropriate ICT and particularly capacity building, content development, M&E, and other —soft components. Drawing on the pilot study under 2B4, interventions will directly support achievement of policy loan conditions for approval of the ICT4LE Policy by the end of 2013 and ICT4LE Strategy by 2016 (if not earlier).

Status. IUs are not clarified who really takes the lead on this. The DSE will initially take the lead role in close cooperation with an inter-department task force which have a stake on this activity. Further coordination across line departments have to be done in the light of on-going reorganization of MOES.

IU Action Plan *(To be refined and finalized by the Expert upon deployment)*

No.	Activity (2)	Lead IU and Partner (3)	Proposed Schedule (4)	New Proposed Budget ($) (5)
1	**P3B4(i)** 5 workshop days for 22 participants to develop draft ICT4LE policy	DSE MOE	2012	4290
2	**P3B4(ii)** 2-day consultation for 15 participants on draft policy in 3 regions	DSE MOE	2012	3510
3	**P3B4(iii)** 2-day validation meeting with representation from 3 regions	DSE MOE	2013	3120
4	**P3B4(iv)** 1 day national event for 40 participants to launch policy	DSE MOE	2013	1560
Total Budget				**12,480**

Sub-Output 3C: Support for Community Engagement in School Support and Management in 92 Target Schools (45 LSE and 16 USE schools)

A community profile will be developed for each kumban/village/s from which LSE students are drawn. The profile will be developed with the PPA to identify the total number of children aged 11-14 by sex, year of birth, ethnic group, and educational status. Each PPA will receive training in conducting a —rapid assessment of children age 11 to 14 in the community to determine whether they (a) have ever been enrolled, (b) are currently enrolled in primary, (c) are currently enrolled in LSE, or (d) have left school. The rapid assessment forms part of the baseline against which each community can assess the impact of Project interventions.

Activity 3C.1. Establish or reconstitute PPAs in communities served by 75 SES   schools and complete initial capacity building by Q3 2012, with periodic support   thereafter.

Description. DSE will work with DNFE and DEBs to establish or reconstitute the PPAs in the 75 schools supported under Output 1. The capacity of the PPAs will be built to reinforce management of stipends and access grants and to strengthen PPAs broader roles in expanding local enrolment and school management. Only schools with functioning PPAs will be eligible for access stipends and access grants (see 1B, 1C and Appendix 6). DSE with DNFE will provide a workshop (with consultant support) for provinces, districts, and schools to review and revise related processes and guidelines developed under BESDP. Following the establishment of new or reconstituted PPAs, 2-day capacity building workshops for PPA members will be held by DEBs, supported by central/provincial trainers. Further capacity building will be through periodic 2-day experience-sharing meetings at the district level every year. Additional capacity building will be undertaken through Output 1, as various manuals and guidelines are developed to ensure that management of stipends and access grants are administered transparently against clearly set out criteria.

Status. DSE and DNFE have to further coordinate for leveling of expectations on how to implement this with the newly established Institute for Administration and Development which will be responsible for the training of school managers. The development of community profile however is part of school improvement plan. It is suggested that the development of school plans be done in parallel with the development of community profiles rather done doing it separately for cost-effectiveness.

Issues. PTCAs instead of PPAs. Consultations with senior MOES officials lead to the understanding of the strengths and the need to reconsider the reconstitution of the PPA, for a more expanded role and coverage to ensure strengthened support to the schools. This means that the PPAs as stated in the PAM is proposed to be named the Parents Teachers and Community Association (PTCA). This concept as gathered is not new in the country and this had been proven to work in the past. It was also clarified that the Village Education Development Committee (VEDC) which is really

Local consultant on access grant is tasked to work on the reconstitution of PPAs. A strategy to be made will be by working with the school managers and training them on the how to deal with PPA/PTCA. In case this is agreed upon to form part of school planning, an expert must be assigned for at least three months to guide the process in tandem with other experts and local consultants as it it entails a heavy task on the part of IUs.

Policy condition of block grants on recurrent costs seems to be already fulfilled. Clarification on ADB and their legal team is of utmost importance.

The target number of PPAs to be reconstituted in 100 schools, LSE (60 schools) and USE (15+25).

Implementation Strategy. Consultants should lay down strategic convergence plan for the training on PPA, involvement of Private Organization, School Planning, and the management of access, scholarship and stipends grants. A school-based management training module will be proposed to include: (i) PPA training; (ii) PPP; This training module maybe incorporated in the school-based management training module:

Action Plan

No. (1)	Activity (2)	Lead IU and Partner (3)	Proposed Schedule (4)	New Proposed Budget ($) (5)
1	**P3C1(i)** A 5-day workshop for 48 participants (with representation from provinces, districts and schools), to review and revise, if necessary, the current school management committees processes	DSE/ DNFE	2012	9360
2	**P3C1(ii)** Establish new committees or reconstitute where necessary (Training activity for committees)	DSE/ DNFE	2012	24360
3	**P3C1(iii)** 2-day capacity building workshops for school management committee members	DSE/ DNFE	2012	48720

4	**P3C1(iv)**Annual 2-day experience sharing meetings for school management committee members at district level x 5	DSE/ DNFE	2013, 2014, 2015, 2016, 2017	243600
5	**P3C1(v)** Support for Community Engagement (TOT)	DSE/ DNFE	2013	1440
6	**P3C1(vi)** Support for Community Engagement (TOT)	DSE/ DNFE	2013	1440
7	**P3C1(vii)** Support for Community Engagement (TOT)	DSE/ DNFE	2013	1440
8	**P3C1(viii)** Community training, briefing, monitoring issues	DSE/ DNFE	2013, 2014, 2015, 2016, 2017	90000
Total Budget				**420,360**

Sub-Output 3D: Monitoring and Evaluation and Special Study

3D.1 M&E implemented throughout Program, with data feeding into MOE Performance   Assessment Framework with baseline by 2012

Description. A detailed SESDP M&E plan will be finalized by mid-2012, by PMU staff supported by M&E consultants. Key M&E milestone activities to be included in the M&E plan include the collection of baseline data by end 2012, an interim assessment by 2015, final data collection by 2017, and report submission by 2018. The M&E plan will include quarterly reporting of project specific activities and outputs. Output reports will include data relevant for monitoring and evaluating all aspects of the project covering all three outputs: expanded access to secondary education, improved delivery of new secondary education subsector curriculum and strengthened secondary education.

Status/Current Situation.   M&E has overlapping of information being monitored across SESDP Outputs. Further coordination among consultants is needed to be done to address duplication of tasks, if there are any, and be able to develop one M&E Framework for SESDP.   FTI-World Bank is still finalizing the subsector monitoring and evaluation framework they needed, to which SESDP will be providing inputs.

Implementation Strategy. The M&E will improve on the good practices and lessons learned during the BESDP. All information needed to be monitored have to be mapped out in coordination with other consultants to ensure everything is included and responsive to the smallest detail required by

the project without overburdening the IUs responsible for doing M&E. While the IUs will be assisted and asked to maintain their various monitoring systems, the PMU will be the repository of all monitoring systems for SESDP.

Below are activities to be implemented in building the M&E systems. These activities will be done on a meeting basis with the concerned IUs so no workshop will be proposed for NOL until finally required.

The requirements in the PAM to include the following in the M&E Plan is viewed as part of work of 3D2 (Independent Impact Evaluation Study): (i) collection baseline data by end 2012; (ii) an interim assessment by 2015, final data collection by 2017 and report submission by 2018.

Given such, a Technical Working Group will be assisted by the M&E expert to implement the Action Plan per the below:

Action Plan

No.	Activities	Schedule	Responsible Person/Office	Output
1	Draft Workshop agenda for M&E Training meetings identified below for blanket approval.		Consultant	Identified training support from SESDP
	i.a) Review gathered data (quantitative and qualitative) in the conducted 2012 baseline study and determine primary indicators responsive to SESDP-DMF, MOE PAF, ESDF 5-Year Plan, EFA and MDG Targets, the 7th National Socio-Economic Development Plan, and the upcoming 2015-2020 Mid-Term Plan.	(2nd Week October, 2012)	Consultant	Indicators per Level of M&E identified, organized and analyzed to ensure completeness and responsiveness of information being tracked down
	i.b) Workshop on the review and enhancement of Monitoring and Reporting System across	(4th Week October, 2012)	Consultant, PMU, DSE and concerned IUs	Project Monitoring and Reporting System Established

	PMU and IUs of SESDP and establish a clear division of labor across for the regular quarterly and annual performance reporting of project specific activities and outputs as against outcome under the three outputs.			
	i.c) Development of Tracking System for the baseline data covering the 30 districts to include students, teachers, training participants (by sex and ethnic disaggregation).	(4th Week October, 2012)	Consultant with Gender Specialist	Tracking System of Baseline Data established
	i.d) Development of **Student Tracking System on LSE and USE** scholars to include basic profile, grade progression and other relevant information relevant to making them at-risk of dropping out	(3rd Week October 2012 or carried with Scholarship/Gender workshops)	Consultants (M&E and Gender)	Student Tracking System Established
	i.e) Establishment of Technical Working Groups and Tracking System on trigger inputs towards the fulfillment of Policy conditions under the Grant and Loan Covenants of the Project.	(2nd Week, October 2012)	M&E Consultant	TWG and Policy Condition Tracking System Established
2)	Field Monitoring Activity to ensure clarity and compliance of forms and utilization of evaluation tools	December 2012	M&E Consultant/PMU/DSE	Functionality of M&E Tools Ensured

3D.2. Special study: Independent impact evaluation study focused on scholarships conducted, review baseline by end 2012, interim assessment by 2014, final data collection by 2016, and report submission by 2017

Description. The PMU will be responsible for recruiting an independent international institution or firm to develop and carry out a rigorous impact evaluation study of output 1 interventions, focusing in particular on the LSE stipend program. The impact evaluation will indicatively include use of a difference-in-difference methodology to assess outcomes of an "experimental" cohort of students (children in target areas who complete primary school in SY 2012/2013 and are eligible to be considered for stipend support to enter LSE in SY 2013/14) against "control' cohorts who finish primary school 1 year earlier or later and are not eligible for the stipend. The evaluation will assess impact on indicators such as disadvantaged children's transition rates from primary school to LSE, transition across LSE grades and dropout, and LSE completion and transition rates from primary school to LSE, transition across LSE grades and dropout, and LSE completion and transition to USE. Appendix 11 provides an indicative framework for the design of the impact study.

Implementation Strategy. PMU and DSE in the procurement of an independent firm to conduct impact evaluation study. The Department of Inspection will be asked to work with the Independent Firm in the data gathering and analysis process, so that capacity is built in the process.

Action Plan. Following is the action plan:

No.	Activities	Schedule	Responsible Person/Office	Output
1	Prepare procurement documents of independent international institution or firm to develop and carry out a rigorous impact evaluation study of output 1 interventions	2013	PMU	Procurement Documents established and international firm contracted
2	Monitoring of interim assessment	by 2014	DSE PMU	Interim Assessment Done
3	Monitoring of final data collection	by 2016	DOI	
4	Data Collection and Report Preparation		Independent Firm with DOI	
5	Review of Assessment Report submitted	by 2017	DSE PMU/Independent Consultant	Baseline data 2012 and records of 2017 analyzed and evaluated
6	Monitoring of Assessment Report Submission	2018	Independent Consultant	Impact of Project Evaluated

4.4 Project Management

PMU actively works with SESDP implementation consultants forming the SESDP team.   Annex 4.4A shows status of agreed actions per last ADB Mission in March 2012.

The SESDP Procurement Summary Information is also attached as Annex 4.4B.

E. COMPLIANCE WITH COVENANTS

Compliance to policy conditions for the release of the loan component is underway, particularly for some policy conditions for compliance in 2013.   The SESDP Policy matrix identifies key reform-related targets that serve as conditionalities for release of two program loan tranches (including 11 conditions for achievement by end 2013 and 10 conditions for achievement by end 2015).   Please see Annex ___.

F. PROJECT ISSUES AND PROBLEMS

While the Project was able to deliver quality teacher training on time, it was delayed in the delivery of M3 textbooks and teacher guides partly due to various reasons, (i)   need to issue the letter of credit (LC) to PITAMBRA;   (ii)   need for PITAMBRA to report on errors and get revised manuscripts from RIES.   This kind of delay should be avoided in the next procurement by: (i)   strengthening quality assurance of next textbooks and teacher guides; (ii)   submission of a final quality assured manuscript to a printer which will be procure only to print the TBs and TGs and will not be allowed to proofread to ensure timely delivery of these materials per contract; (iii) early preparation of letter of credit so as not to delay the textbooks and teacher guides procurement process.

G. RECOMMENDATIONS AND CRITICAL NEXT STEPS

Implementation of Priority Activities for 2012.SESDP is basically on track but targets award contracts valuing $1.3 Million by the end of 2012.   The SESDP Team will also work on Manuals for the scholarship and access grants and other relevant requirements as spelled out below:

OUTPUTS	STRATEGY	TO DO	CONSULTANT/S RESPONSIBLE
1,740 SSSP LSE scholars	Discuss selection criteria with IEC and other project stakeholders in choosing the 1,740 scholars	In the Inception Workshop, for IEC to walk the PES in choosing the scholars with a waiting list and make sure they follow criteria set in the PAM and GAP Discuss procedures and review BESDP Manual for scholarship and points to be improved	Component 1 DPTL Gender Specialist
Access grant for LSE school beneficiaries	Discuss with DSE and other project stakeholders	In the Inception Workshop, discuss school beneficiaries Discuss procedures and review SESDP Manual based on EDGP_BESDP experiences and lessons learned.	Expert on Access-Enhancing Stipends and School Grant Schemes
LSE schools and dormitories for construction	Confirm final site selection of schools and dormitory sites Revise Design of LSE school building in November 2012	In the Inception Workshop, PMU/ECDM to lead PES in the confirmation of final sites for LSE school building and dormitory construction In the Inception Workshop, PMU and ECDM to agree on the schedule and share	DPTL for Output 1 Architect

		agreements on what to do in terms of school building and dormitory design.	
Design USE school building Design USE dormitory	Final design of LSE dormitory in November Draft Design of USE school building by November Draft Design of USE dormitory by November	In the Inception Workshop, PMU and ECDM to agree on the schedule and share agreements on what to do in terms of school building and dormitory design	DPTL for Output 1 Architect
Finalization of M4 manuscripts for textbooks and teacher guides	Readiness of final manuscripts for printing by November	In the Inception Workshop, RIES will present a solid plan on how to submit a quality assured manuscript by November 2012	DPTL for Output 2 Curriculum consultants
Design SESDP M&E	SESDP M&E	M&E based on the DMF and project design which will feed into the Performance Assessment Framework	DPTL for Output 3

Annex A. Current Organizational Structure of the Ministry of Education and Sports

Minister - Dr. Phankham Viphavanh

Vice Minister Ms. Sengdeuan LACHANTHABOUN

1. Cabinet
2. Department of organization and personnel
3. Department of inspection
4. Department of finance
5. Department of external collaboration
6. Institution of Educational Administration Development

Vice Minister Mr. Lytou BOUAPAO

1. Department of planning
2. Department of preschool and primary education
3. Department of secondary education
4. Department of non-formal education
5. Lao National Commission for UNESCO
6. Research institution of education sciences
7. Education printing enterprise
8. Education equipment production factory enterprise

Vice Minister Professor Dr. *Kongsi SENGMANY*

1. 4 Universities (National university of Laos, champasack university, soupanouvong university, savanakheth university)
2. Department of technical and vocational education
3. Department of higher education
4. Department of teacher training
5. Department of physical and art education
6. Department of Student Affairs
7. Educational Standards and Quality Assurance
8. *Advisory office of private education*

Vice Minister Mr. *Boualan SILIPANYA*

1. Department of elite
2. Department of Sport for ALL
3. *Olympic office*
4. Education and sport information centre
5. Sport training centre
6. Km 16 stadium and other stadiums
7. *Federation National sports*

Italic: not sure (spelling)

Minister
Dr. Phankham VIPHAVANH

Vice Minister Ms. Sengdeuan LACHANTHABOUN	Vice Minister Mr. Lytou BOUAPAO	Vice Minister Professor Dr. *Kongsi SENGMANY*	Vice Minister Mr. *Boualan SILIPANYA*
Cabinet	Department of Planning	4 Universities	Department of Elite
Department of Organization and Personnel	Department of Preschool and Primary Education	Technical and Vocational Education Department	Department of Sports for All
Department of Inspection	Department of Secondary Education	Department of Higher Education	*Olympic Office*
Department of Finance	Department of Non-Formal Education	Department of Teacher Training	Education and Sport Information Centre
Department of External Collaboration	Lao National Commission for UNESCO	Department of Physical and Art Education	Sport Training Centre
Institution of Educational Administration Development	Research institution of Education Sciences	Department of Student Affairs	Km 16 stadium and other stadiums
	Education Printing Enterprise	Educational Standards and Quality Assurance Center	*Federation National Sports*
	Education Equipment Production Factory Enterprise	*Advisory Office of Private Education*	

Annex B. **POLICY MATRIX FOR SECONDARY EDUCATION SECTOR DEVELOPMENT PROGRAM (SESDP)**

2013 ($5 Million)

2013 Output and Specific Policy Area/Policy Action	Status	2013 Output and Specific Policy Area/Policy Action
(i) Expanded Access to Secondary Education Stipends for disadvantaged students		
T1.(i).1 The Ministry of Education (MOE) shall have approved criteria for beneficiary selection as well as an interim guidelines for implementing MOE-administered stipends for disadvantaged students at all post-primary levels, including targets for female and ethnic group students	Draft Manual for LSSP has been completed and will be subject to workshop consultation.	**T2.(i).1** MOE shall have resourced and launched an expanded secondary education stipend program for disadvantaged students, including targets for female and ethnic group students
Dormitories to enhance equitable access		
T1.(i).2 MOE shall have completed a review of existing dormitories for secondary education and their impact on equitable access	MOES will prepare a plan on the review of existing dormitories and their impact on equitable access. This will be incorporated in the school network mapping activity to be done in 2012/2013.	**T2.(i).2** MOE shall have adopted a policy on dormitories for secondary education, including guidelines on ensuring their impact on equitable access
(ii) Improved Delivery of New Secondary Education Subsector (SES) Curricula Pre-service teacher training, recruitment, deployment, and utilization planning		
T1.(ii).1 To align with the new SE curricula in schools, MOE shall have approved a revised national curriculum for higher diploma programs for pre-service training of lower secondary education (LSE) teachers at all teacher education institutes (TEI)	The first meeting with the Director General was conducted where issues related to the existing curricula being used in FOEs and TTI were discussed. Steps are being undertaken towards a revised new curriculum.	**T2.(ii).1** MOE shall have (i) approved a revised national curriculum for bachelor's degree programs for pre-service training of upper secondary education (USE) teachers at all faculties of education (FOE); and (ii) minimum quality standards for all TEIs and FOEs
T1.(ii).2 MOE shall have commenced pilot testing of a placement scheme for newly graduated teachers recruited to remote areas	A draft guideline is currently being prepared by the DOP with assistance from the Expert. The draft guideline will be subject of a consultative workshop scheduled in October 2012.	**T2.(ii).2** MOE shall have completed implementation and analysis of the pilot test of a placement scheme for newly graduated teachers recruited to remote areas, and approved operational guidelines to implement a nationwide placement scheme in accordance with Decree #389/PM dated 9 September 2010
T1.(ii).3 MOE shall have approved a guidelines for use by provincial education services (PES), district education bureaus (DEB), and concerned institutions in developing annual teacher recruitment and utilization plans.	The guideline is currently being discussed with the DOP and will be based on the outcome of the pilot testing placement scheme (T1.(ii).2. Drafting and formulation of the guideline will be done in close consultation with DOP, DTE, FOEs, PES and DEB.	
Improving in-service teacherPerformance		
T1.(ii).4 MOE shall have approved a	Same as T1.(ii).3	

guidelines and adopted an operational manual for teacher performance monitoring and evaluation		
SES curriculum reform:		
T1.(ii).5 MOE shall have completed the cohort-based introduction of the new LSE curriculum, including nationwide textbook and teacher guide distribution and related teacher training for fourth year LSE in SY2013/14	Consultants' proofreading of textbooks and teacher guides has been completed in September 20, 2012. They brought their edits to the RIES and are currently working on the corrections with RIES staff.	**T2.(ii).3** MOE shall have approved new textbooks for all USE grades, ensuring these are sensitive to gender, ethnicity, and disability
(iii) Strengthened Secondary Education Subsector Management Enhanced resourcing and planning for education		
T1.(iii).1 MOE shall have approved (i) a policy for introducing block grants to cover recurrent costs for all schools and education institutions at all levels within the MOE system, and (ii) a supporting block grant management manual	This policy condition may have been fulfilled subject to evaluation of ADB.	**T2.(iii).1** The Government of Lao PDR shall have allocated to the education sector a share of the total Government budget not less than 18.0% **T2.(iii).2** MOE's budget allocation for non-salary recurrent expenditure (excluding salaries and allowances) shall be not less than 11.0% of MOE's total budget **T2.(iii).3** MOE shall have budgeted for and released block grants to cover recurrent costs in LSE schools in all districts defined as poorest and educationally disadvantaged districts as of May 2011
		T2.(iii).4 The Prime Minister's Office (PMO) shall have approved a revised decree on private education that is in alignment with the Investment Law and supports implementation of the Strategy for Promoting Private Education
T1.(iii).2 MOE shall have (i) completed a nationwide SES school network mapping, and (ii) issued a decree directing PES and DEBs on use of the school network mapping to guide planning for future capital investment	Expert's assistance is provided to complete the school network mapping for secondary schools. A decree will be drafted to guide planning for future capital investments for schools and dormitories.	
Improved stakeholder mobilization and ICT strategy		
T1.(iii).3 MOE shall have developed, approved, and initiated implementation of a communication strategy within the MOE system and to the general public	The Communication Expert is in the process of developing a communication strategy within the MOE system to the general public.	

T1.(iii).4 MOE shall have approved a policy on appropriate information and communication technology (ICT) to support school education (grades 1-12), which is dictated by educational objectives and clearly prioritizes equity and sustainability	The ICT Policy Expert will be fielded by March 2013.	T2.(iii).5 MOE shall have approved a strategy for implementing the policy on appropriate ICT to support school education (grades 1-12), which is dictated by educational objectives and clearly prioritizes equity and sustainability

Annex C. LIST OF KEY AGREED ACTIONS AND TARGET DATES
(of the SESDP Inception Mission, 19-27 March 2012)

MOU para. No.	Key Agreed Actions to be Taken	Main Responsible Party	Target Date1	Status
A. Policy Program Component (Loan 2777-LAO) * *No specific time-bound actions identified, separate from those identified in* *sections on the grant Project.* * *				
B. Investment Project Component (Grant 0257-LAO)				
21	The Mission requested the PMU to submit by 9 April 2012 a proposal forthese field visits, which are expected to be fielded during the latter half ofApril and May 2012.	PMU	9 April 2012	Done
25	The Mission requested the PMU to provide an update by 20 April 2012 asto the outcome of senior-level discussions on oversight of access grants, sothat appropriate arrange-ments can be made including any necessaryrevision to the PAM.	PMU	20 April 2012	DSE was assigned by the Steering Committee to lead the implementation of access grants to be assisted by the DNFE.
28	As MOES is undergoing restructuring with some shifts in staffing and certain detailed roles and responsibilities still in the process of redefinition, the Mission requested DSE to convene a meeting with key MOES units (e.g., DTE, ESQAC) and relevant units of NUOL to serve as a(re)orientation on key interventions planned under sub-output 2A, and also to send a circular and summary to PES and all 13 TTIs by 30 April 2012.	DSE	30 April 2012	<mark>Joel</mark>
28	In response to a request from DOP for support dissemination of a key new decree (expected to be approved by the PMO in late April) that would reform teacher salary scales, the	DSE	30 April 2012	DOP has already disseminated the new decree

	Mission requested the PMU and Department of Personnel (DOP) to submit by 30 April 2012 a costed proposal for a possible dissemination workshop.			through a memorandum circular.
31	The PMU will coordinate with DSE, DTE, RIES, the TTIs, PES, and other relevant units to prepare by 31 May 2012 an initial outline plan, schedule, and updated cost estimates for the M3 training process (including TOT).	PMU	31 May 2012	Done
31	The Mission requested the PMU to coordinate with relevant departments/institutions to further consider potential scenarios and cost savings (e.g., perhaps via decreased per diem allowances to participants) for M3 trainings—keeping in mind future M4-M7 rounds—and to provide initial feedback to ADB by 30 April 2012.	PMU	30 April 2012	Done in Pre-Inception Workshop. Feedback provided to ADB during the video conference in September 2012.
34 & 63	The PMU will submit to ADB by 12 April 2012 the bid evaluation report (BER) for M3 textbook and teacher guide printing, followed by documentation by end April to support shopping for warehousing, repackaging, and distribution to schools.	PMU	12 April 2012; 30 April 2012	Done
35	The PMU, in coordination with RIES and other units will submit a proposal by end of July 2012 for the modified (more limited) Pilot 3 to test the interimM5 curriculum materials.	PMU & RIES	end of July 2012	Joel
42 & 44	As MOES is undergoing restructuring, the Mission requested the PMU tocoordinate with DSE to provide by 15 May 2012 a summary (roughly 5pages) outlining changes at the central and or sub-national levels that are expected to have significant implications for SES and/or the SESDP.	PMU & DSE	15 May 2012	Ask AJ Keo
46	DSE to continue coordination with other relevant MOES units, and for the PMU to provide an update of the status of discussions regarding a potential MOES decree to revise the existing regulations governing PPAs by 31 May 2012.	DSE & PMU	31 May 2012	Ask AJ Ly Foung

51	PMU to coordinate with DSE and other relevant units (including DPPE), and to draft by 30 March 2012 (i) a brief proposal (including cost estimates) for an orientation for PES and DEB staff right after the Lao New Year (requiring that invitations be sent in early April); and (ii) indicative costs (for finalization alongside detailed planning in early April) for transportation and other allowable expenditures associated with DEBs' supervision and support for the conduct of the census in primary schools, as needed.	PMU & DSE	30 March 2012	Ask AJ Keo
54	Regarding the provision of ample office space for use by the SESDP implementation consultants, DSE indicated it would raise the issue again for further discussion with the MOES Cabinet and Vice-Minister. The Mission requested an update by 20 April 2012.	DSE	20 April 2012	Done, space provided to Consultants
59	The Mission provided a list of tax parameters assumed in the original project design, and requested the PMU to coordinate review and feedback on any substantial changes to ADB by 30 April 2012.	PMU, DSE, & DOF	30 April 2012	Done. Ask Mr. Khamsone
59	The PMU and DOF will prepare a list containing project activities and proposed categories against which they will be charged. This will be submitted to ADB by end of April 2012.	PMU & DOF	30 April 2012	Ask AJ Keo
61	MOES will submit to ADB by 12 April 2012 a request for an initial advance for the imprest account.	PMU & DOF	12 April 2012	Done
72	Mission suggested that MOES (with support from the PMU Monitoring and Reporting Officer, once hired) set up an initial SESDP website: this was proposed for launch by 15 May 2012, and could later be expanded following fielding of the consultant firm.	PMU	15 May 2012	NOL request for the hiring of the PMU Monitoring and Reporting Officer done
75	The PMU will identify the need for Grant support for updating a Lao	30 April 2012	30 April 2012	Done

	language translation of core sections of the PAM, and (if needed) propose this to ADB by 30 April 2012.			
78	In parallel to review of the MOU at ADB Headquarters, the Mission requested MOES—in dialogue with MOF, MPI, and or other agencies as needed—to provide any further comments on content of this MOU by 12 April 2012.	DSE	12 April 2012	Done

1 Unless otherwise noted, target date refers to formal submission of noted materials for ADB review.

Annex D. Consolidated Monitoring Table for the Gender Action Plan (GAP) and Ethnic Group Plan (EGP)[9]

Country: **Lao PDR**
Name of project: **Loan 40368 Secondary Education Sector Development Program including Grant 0257**
Project timeline: 15 Nov 2011 to Dec 2018

DMF indicators	Gender Action Plan (GAP) and Ethnic Group Plan (EGP) activities[10]	GAP and EGP Monitoring Indicators/targets	Implementing Unit	Progress	Latest update
OUTPUT 1: Expanded access to LSE and USE					
1A. Classroom provision to address physical access In target areas by end of 2018, 30 new LSE schools and 15 USE classroom blocks built and operational	Ensure that all civil works: (i) are based on site selection prioritizing areas with low female and enrolment; (ii) include separate toilets for girls in separate locations and ensures accessibility for girls and boys with disability; (iii) use labor-based technology, with 40 % female representation among unskilled laborers, and men and women receiving equal pay for equal work; and (iv) child labor will not be used.	1.Distance and/or time spent traveling to school, by education level, sex, ethnicity, and other relevant socio-economic categories 2.Proportion of schools with separate toilets for boys and girls 3.Proportion of schools with access to safe water.	PESS, PUCDA, DEBS, VEDC	Discussions held with the school design consultant and the PMU on the GAP and EGP elements of school buildings and dormitories	

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[9] RRP linked document 12 and L.D. 13

[10] The items in this sector are consolidated from the Gender Action Plan (GAP) and Ethnic Group Plan (EGP) of the Project Administration Manual (PAM).

1.B. Direct Support for Disadvantaged Students By 2018, percentage of female primary school graduates that enter LSE in poorest districts at least 81 % (baseline 76 % in SY 2009/10). At least 75 % of secondary teachers qualified (baseline 68 % in 2009/10) LSE survival rate from grade 8 rises to 89 % for girls and 87 % for boys (baseline 79 % of girls and 77 % for boys in SY 2007/08, raising internal efficiency. Survival rate from grade 6 through completion rate of grade 11 rises to 66 % for girls and 64 % for boys (baseline 51 % for girls and 49 % for boys in 2007/08)	Ensure that a rigorous baseline study is conducted in all target districts, including a social of **ethnic group** and gender issues Publicize stipend schemes, remedial learning, accommodation, support, etc. provided by the project to promote female enrolment and enrolment of**children from EG** in 30 target districts Disseminate information in ethnic language and through local media and channels accessed by EG.	4.Enrollment rates, by sex for minority populations at each level of education 5.Completion rates, by sex for minority populations at each level of education	Lead IU: Inclusive Education Center (IEC) IEC with DOE Info Div, Prov. Info & Culture Service	Sex and ethnicity-disaggregated baseline data are completed with 41,000 students. This is being short-listed to the M4 students enrolled in the 60 LSE schools targeted by SESDP.	
1.B.1. Scholarship	Ensure that 50 % of the stipends and	6.Guidelines of Secondary	IEC with PPAs	Guidelines on the	

criteria finalized by 2012 At least 1,740 poor LSE students and 1,200 poor USE students benefit from stipends with at least 50 % provided to girls and 80 % to ethnic students	remedial learning opportunities are allocated to poor female students Ensure that 80 % of each of LSE and USE stipends and remedial learning opportunities are allocated for poor ethnic students.	Schools Stipend Program (SSSP) approved by MOES and ADB 7.% of enrolled girls who receive stipends every semester 8.% of enrolled students belonging to ethnic groups who receive stipends every semester	DSE, PPAs	selection criteria and process for the secondary student stipend program (SSSP) are drafted in Laos and English. The scholarship selection criteria and process were validated and enhanced at the Inception workshop. Joint multi-stakeholder workshop is proposed to present the full draft of guidelines on stipend, dormitory, access grant and PPAs to PESS, DEBS, schools principals and PPA representatives.	

1.C. School-level support to enhance equitable access

1.C.1 Low-cost community-managed dormitories in 30 new LSE schools At least 60 dormitories constructed at LSE level and 15 dormitories at USE level, with at least 50 % of spaces for girls and 80 % for ethnic students.	Ensure that at least 50 % of dormitory spaces are reserved for poor female students and dormitories have separate toilets and facilities for males/ females. Ensure that ethnic students are given preferential access to SESDP-constructed dormitory spaces, with at least 80 % of dormitory spaces are reserved for poor ethnic students in areas where EG are a majority**.** Provide briefing on safety and protection and reporting mechanisms to protect students in supported schools. Develop Code of Conduct and integrate in training program of PES/DEB officials, school managers, teachers, pupil/parent associations, dormitory management / staff, and surrounding communities	9.Ratio of girls to boys staying in SESDP-supported accommodation to attend school, by education level 10. % of ethnic students staying in SESDP-supported accommodation to attend school, by education level 11. Code of Conduct and Dormitory Guidelines approved by MOES 12. Number of participants by sex, ethnicity, sector in orientation workshops / guidelines on the Code of Conduct and Dormitory Guidelines 13. Grievance mechanism in place for complaints of violation of Code of Conduct and Guidelines	PUCDA,DEBS, PPA IEC, DSE, PPAs, school principals DSE, DoP, IEC, TTIs	Suggested to the PMU and the school design consultant to review the basic infrastructure provisions for dormitory without walls. The expected counterpart contribution of materials from the poorest families may not be realized on time. Modifications in the school building and dormitory design being reviewed to include provisions for dormitory walls. The drafting of the guidelines for the dormitory is in progress to ensure access to at least 89 % ethnic and 50 % girls. Life-skills training for dormitory managers is proposed equip them in addressing the psych-social adjustment needs and adolescent sexuality issues of students.	

1.C.2. Remedial support focused on boarding students in 30 new schools	Ensure that 50 % of the stipends and remedial learning opportunities are allocated to poor female students, and 80 to students form ethnic groups	14. School retention rate of student-boarders, by sex and school	DSE, PPAs	•	
1.C.3. School access Grant Guidelines finalized by 2012, school management committee orientation completed by 2013, and grants launched by 2013	Ensure that the guidelines, capacity building for pupil-parent associations (PPAs), proposal submission and review procedures, and monitoring provide for clear prioritization of support and access and learning outcomes for girls and disadvantaged children, especially for poor and ethnic students.	15. Number of participants by sex, ethnicity to capacity building workshops on SAGP guidelines. 16. Number of actual beneficiaries by sex and ethnicity of projects funded by SAGP	DSE, PPAs	SAGP Guidelines being drafted. Joint consultation workshop proposed on the presentation of guidelines on access grant, PPAs, stipend and dormitories (refer to row 1B1 above)	
1.C.4. Low cost community-managed dormitories in 15 new USE schools		Same as indicators in LSE schools in row IC1	PUCDA, DEBS, PPAs		
1.C.5. Remedial support focused on boarding students in same 15 new USE schools		17. Number of students by sex and ethnicity receiving remedial sessions	DSE, PPAs	•	
Output 2: Improved delivery of new SE Curricula					
2.1. Strengthening pre-service teacher training systems and placement of new SE teachers	Ensure that annual TTI reports include EG and gender analyses of staff enrollment and student achievement;	18. Proportion of female teachers, by school type, school location and education level 19. Proportion of female	DTE, TEED	•	

	Ensure that all institutional plans include strategies for increasing: (i) the number of female and ethnic group students and teaching staff, including female teachers, including female teachers for science subject. ii) grade 12 graduates entering teacher training.	senior and head teachers, by school type, school location and education level

20. Teachers from minority groups as percentage of all teachers, by sex and level of education

21. Number of schools or programs specifically directed towards minority groups in terms of gender-responsive approaches to the minority culture and / or language

22. Number of schools with explicit policies and procedures on bullying, sexual harassment.

23. Number of teachers who completed orientation session on the Code of Conduct, including on sexual harassment and bullying | TTI, DSE, PMU | | |
| 2.1.A. Develop pre-service training curriculum to align with M1 – M7 school curriculum by 2012 and develop procedures for TEI QA accreditation system | Ensure 50 % female participation in all pre-service and in-service teacher training for LSE and USE teacher Ensure that all female master trainers and SPAs are trained.

Ensure that all TTI pre-service and in-service training programmes and guidelines for quality performance assessment are gender-sensitive

Ensure school and teacher training curricula integrate strategies to reduce gender gaps in student attendance and achievement. | | DTE, DSE, TTI

RIES

TTIs

DTE, DSE, TTI | • | |
| | | | | • | |

2.1.B. In-Service Teacher Training and Support for delivering the new SE curriculum	Ensure EG teacher receive preferential access to in-service teachers' training with at least 50 % of ethnic LSE and USE teachers nationwide received at least one round to training during the Project Period Target at least 80 % of graduate placement support (25) and teacher upgrade grants (10) to EG teachers.		TTIs DOP, DSE, DTE, PMU	•	
2.C. Support for New Curriculum Materials (textbooks and teacher guides)	Ensure that all M3-M7 textbooks, teachers' guides, student assessment techniques, and information and communication technology (ICT), multi-media resources (e.g. disability), including positive images. Include module to build awareness on EG issues in education in capacity building workshops for curriculum developers, using ICT-based materials. Ensure ethnic group analysis of national examination and assessment of student using learning outcomes (ASLO) results is conducted.	24. Gender evaluations of curricula, materials, teacher training curricula and institutions and number of changes resulting from these	RIES ESQAC	Reviewed the Matrix on Generic Criteria for Quality of Textbook and Teacher Guide. Comments and reference materials are shared with the Component 2 Team Leader	

3. Strengthened Secondary Education Sub-sector Management

3.A. Support for enhanced sub-sector analysis to guide decision-making	Ensure institutional analysis of SES and in-depth LSE needs assessment and school network mapping procedures include EG issues and criteria	25. Gender analysis of organizational mandates, structure, staff capacities and programs integrated into the updated institutional analyses.	DOP	•	
3.B. Capacity Building for improved SE subsector management at all levels	Capacity building for Education sector staff at all levels, principals, teachers and PPAs to build awareness and include strategies to promote EG access to and completion of SE Development of ICT-for-education policy and strategy to incorporate gender, ethnicity and disability issues Within the multi-modal capacity building program for education sector staff, include advocacy and interventions to increase ethnic group representation in school management positions.	26. Number of participants by sex and ethnicity in capacity building workshops 27. Number of session hours allocated for GAP and EGP principles and issues in the training sessions. 28. Number of specific provisions on gender, ethnicity and disability in the ICT-for-education policy 29. Number and type of capacity building and advocacy interventions that include core messages on gender and ethnicity	DSE, PMU DSE, PMU DSE IEC, MOE, and local information and culture units	Attendance sheet of meetings and workshops include columns on sex and ethnicity	

3.C. Support for Community Engagement in School Support and Management in 93 target schools (45 LSE and 16 USE)	Include within the social marketing strategy a campaign for parents and community leaders from ethnic groups to increase understanding of the positive benefits of SE. Prioritize participation in all PPAs, with at least 50 % EG representation in communities in EG majority The project M & E framework will incorporate M & E for EG plan.	30. Proportion of parents with positive attitudes to girls' education, by sex of participating parent or community member and, where relevant, sex of child/children	IEC, MOE and local information and culture units, DEB, IEC, DNFE PMU	Initial discussions held with the social marketing and communication consultant on the need for social mobilization strategies at the community level to enroll girls and those from ethnic groups.	
3.D. Monitoring and Evaluation Study and Special Study	All M & E and impact evaluation study on stipend to report on sex and ethnicity disaggregated data related to access, learning outcomes and other SE indicators Train all PMU staff on ethnicity issues.	31. Gender evaluations of curricula, materials, teacher training curricula and institutions and number of changes resulting from these	IEC PMU	Shared with the Component 3 Team Leader the GAP indicators to integrate in the M & E design.	

Annex F.   Project Implementation Plan (S-M-A-R-T WORK
SCHEDULE**)**

Annex H. School Improvement Plan: Towards Strengthening the Secondary Education Subsector: A Proposed Strategy for the Enhancement of School, District, Provincial and Central

This paper presents strategies on how to strengthen education planning at the school, district, provincial, and central levels. It aims to provide schematic direction for capacity building activities intendedtoequip the School Principals and DEBs and PESs planning units with knowledge, skills, attitudes and even experience in managing education plans and have optimum utilization of its result. It is the primary aim of SESDP to strengthen education management at provincial and national levels. Given this task, SESDP analyzed the field situation and presents strategic guidance on a bottom-up approach,from schools to DEBs and PEs, then to Central MOES, anchored on BESDP Provincial Planning and Budgeting lessons[11].

1. Analyses on District and Provincial Education Development Planning

Situation Analyses and Education Development Planning Tools

The enhancement of Situation Analyses involves the gathering, organizing and analyzing of pertinent data as well as finding the facts to determine the current state of basic education in the province. It is a process of identifying issues that need to be addressed in the future and analyzing problems that affect effective and efficient delivery of the education services. It is important that a Situation Analyses Report at school, district and PES levels be developed for effective planning purposes. The Situation Analysis Report is a summary of the detailed and in-depth analysis of theschool, DEB, and PES situation in each area of basic education following the major Education-for-All (EFA) categories of Provision of Equitable Access, Quality and Relevance of Basic Education, and Provincial Management of Educational Services.

The existing long-term Provincial Education Development Plan (PEDP 2005-15), on the other hand, is the embodiment of the collective vision of the PES and its stakeholders as well as the strategic thrusts and direction towards which efforts will be focused. It is a plan that provides a holistic approach towards addressing gaps in both the formal and non-formal education systems in the province. It is a comprehensive overview to which PES stakeholders will be dedicated to at least ten (10) years. The plan described the areas which the PES will emphasize, and for which, it will commit its resources. It shouldserve asa comprehensive planning document with which situation analysis forms part. Together with situation analysis isthe effective development of strategic goals and objectives, work and financial plans, and monitoring and evaluation system incorporated in the existing education development plans at the field levels.

Current System and Procedure

In the existing system and procedure, data coming from the schools are consolidated and processed in the provincial level through DEBs. The DEBs however have just given responsibility in managing secondary schools such as facilitating the release of school funds and salaries of school personnel. Pedagogical aspects are will now be their responsibility, freeing PES towards the management of lower secondary schools.

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[11] BESDP has piloted provincial planning and budgeting and has become an MTEF exemplar across Government Sectors. BESDP however has not linked school planning system with the provincial and district planning and budgeting. It is of utmost importance therefore that school improvement plans be institutionalized given the intention of implementing the block grant system at the school level.

The data being collected from schools are the ones filled up in the ASCF/questionnaire. These are then consolidated in DEBs and are forwarded to Statistics and Planning Units of PESs. The PES then processes all data submitted by DEBs for provincial consolidation. This then serves as the basis for the development of Situation Analysis and Provincial Education Development Plan.

Although data are efficiently consolidated and processed in the provincial level, the conduct of analysis for the development of education situation report and plan is very much limited. Situation Report does not cover district problem identification that looks into trends; there is no comparison against standards, and there is no presentation of cross-reference data (i.e., number of teaching personnel vs. enrolment). Other information are not gathered and organized by the district and provincial planning units to provide a better and more complete "picture" of the provincial situation. For instance, a District Data Map is not yet being developed using the available maps to present a holistic picture of the covered area of the district and look at the state of internal and external efficiency indicators and distribution of resources and services. Inferences on the distribution of schools, access, participation, etc are not done by the DEBs and PESs because of non-utilization of data maps. Indeed, problem identification is not complemented and enriched if priority data maps are not developed.

In effect, the DEBs and PESs cannot better conduct an in-depth analysis of the district and provincial situation. Initially, the PES should review problems identified by the DEBs and clusters common problems experienced across the province. These clusters of common problems will have to become the basis for an in-depth analysis of the provincial situation and provides the basis for distribution of resources no matter how meager they are. For a simplified process, some provinces are just practicing equal sharing of budget resources. This means all schools per category receives the same amount of school fund regardless of population and situation.[12] Furthermore, the absence of Prioritization Data Map (PDM) makes it difficult for PES to compare performance across the province and therefore does not facilitate decisions relating to prioritization. This PDM must be prepared to compare across districts information on participation, access and achievement.

School Management Mechanisms at School Level

The schools being at center of the delivery of education services are not that fully prepared and trained in developing school situation analyses based on their school improvement plans. For some schools, the data are with them but are not systematically organized to capture the relevant performance and EFA indicators and be able to guide them in charting the direction of their school. The field visits conducted and based on BESDP experience. It was observed that **there is nostandard school-EMIS** being introduced. Hence, there is no uniform way of looking at trends of various indicators, comparative analysis of available data as against standards, initial data inferences, and simple forecasting exercises.

A number of school principals have great dedication and passion for making their schools effective and responsive to the challenges of secondary education despite meager available resources but they fall short in their capacity to fully absorb the responsibilities of a school manager. Competency on the managerial capacity on school-based education planning, needs assessment, instructional leadership, and accountability is relatively poor especially for those located on remote areas. Educational reforms must emanate from effective school leadership. But the school heads should be prepared to be sensitive and responsive to innovativeness in managing academic, human and educational resources.

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[12] Although block grant is approved in principle for recurrent costs, its implementation is still hampered by the availability of funds.

Schools that are empowered to set their own goals for improvement, assume responsibility for planning and implementing their own agenda for development, and review and manage their own progress are likely to be more effective than others in similar difficult and disadvantaged circumstances. Therefore there should be a collective will, among school stakeholders to formulate a plan that would improve the delivery and quality of education services. The School Improvement Plan (SIP) is the main vehicle through which schools will proceed down the path to improvement. SDPs must be carefully structured to focus on key goals and strategies which will lead to greater student learning and a more effective school organization.

2. Proposed Enhancement for Education Plans at School, District and Provincial Levels

A capacity building intervention has to be initiated to be able for school heads to make necessary enhancement for the school development plans with a more systematic format for presenting situation analysis, clearer goals and priority objectives, and an integrated planning and budgeting through incorporation of a work and financial component. The same is proposed for DEBs and PESs Planners wherein district and provincial plans are supplemented with necessary tools to have a more effective for situation analysis and an integrated planning and budgeting structure.

2.1 Enhancement of School Improvement Plans

The School Improvement Plan (SDP) is the main vehicle through which schools will proceed down the path to improvement. SDPs are carefully structured to focus on key goals and strategies which will lead to greater student learning and a more effective school organization. A School Improvement Plan is an improvement planwhich embodies the school and the village's vision of the future as well as the strategies and activities they want to undertake to attain that vision and enable schools to negotiate for development initiatives. The SIP should be able to present a comprehensive overview of major priorities to which school stakeholders will be dedicated to at least five years. The Plan describes areas which the school will emphasize and for which it will commit its resources. Activities outlined in theImprovement Plan will take the school beyond maintenance of present strengths towards an enhanced learning environment for students. The School Improvement Plan, therefore, is a document which embodies what a school wants to achieve and the manner with which to achieve these. Furthermore, the SIP should be an integrating document. It is a document that incorporates stakeholders' requirements and potential contribution, and available financial resources. (*See Annex 1 for proposed outline of SIP for Secondary Schools).*

A. Ensuring Participatory Approach in School Development Planning

As stated earlier, school development planning is a participatory process. This is based on the idea that if various stakeholders in the community are organized to plan, initiate, manage, and support school-related activities, the goals of education will be better achieved. Among those who are stakeholders in schools are parents, local citizens, village and district officials, students and teachers. It is not necessarily practical, however, for everyone to be equally involved throughout the process. Rather, a small group of people should facilitate the process with opportunities provided for others to participate and contribute meaningfully in the process. Some points relating to those who could be involved are:

- **Anyone who has a stake in the school's existence**

- **Capitalize on the knowledge and capabilities of each member of the School Planning Committee**
- **More involvement brings greater commitment**
- **A small group from the school should facilitate the process and write the SDP**
- **Ensures broad consultation and endorsement of results i.e. the plan**

Below are some proposed members of the School Development Planning Team or the School Management Committee and their roles and responsibilities:

Table 1. Proposed School Management Committee for Developing School Plan[13]

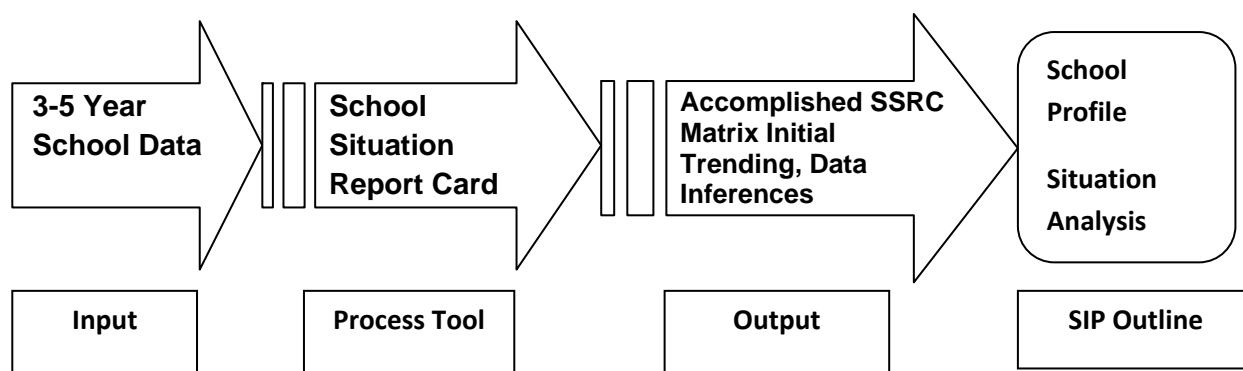| Stakeholder	Planning Responsibilities
School Principal	▪ **Convenes the School Management Committee** ▪ **Provides leadership and guidance in the development of the plan** ▪ **Facilitates actual planning workshop**
Teachers	▪ **Provide needed information relative to teaching and learning process** ▪ **Actively participate during the development of the SDP**
President of PPAs	▪ **Share unique insights about what their children needs to learn and the difficulties they face in school, their aspirations for the school and their children** ▪ **Commit available resource in the implementation of the plan**
Student Representative/s	▪ **Share unique insights about their difficulties in the school**
School Staff Representative	▪ **Provide needed information relative to school administration** ▪ **Actively participate during the development of the SDP**
Heads of Kumban and Head of Village that the school is located	▪ **Share valuable information on the interest of the community in school development** ▪ **Commit available resource in the implementation of the plan**
Representative of Mass or Private Organizations/	▪ **Share valuable information on the interest of the community in school development** ▪ **Commit available resource in the implementation of the plan**

B. Mainstreaming Conduct of School Situation Analysis

The starting point for the development of an SIP is the broad school database. This database can be derived through any or all of the following sources: data on ASCF, family book, village profile, district profile, performance indicators and annual reports, provincial reports, etc. Schools however are not limited to just these data sources and will probably have other data that, when combined, gives a very rich picture of the school, its environment and its operations.

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[13] For refinement and further analysis by TWG based on the sharing of PESs and other IU participants during the inception report workshop.

Data collection and organizing is crucial to development of a functional school situation analysis. This is to ensure that the school planning exercise is based on relevant and objective school data and not driven by subjective perceptions of strengths or problems of the school. This process is proposed to use the following framework as shown in figure 1 below:

Figure I. Process Framework for School Situation Analysis

Input	Process Tool	Output	SIP Outline
3-5 Year School Data	School Situation Report Card	Accomplished SSRC Matrix Initial Trending, Data Inferences	School Profile Situation Analysis

The school improvement plan team should gather a multi-year data (at the minimum of 3-years) on the following proposed initial relevant school information:

Table 2. Basic Relevant School Information

▪ Enrolment (disaggregated between male and female, by ethnic group)	▪ Teacher-Student Ratio
▪ Performance Indicators	▪ Student-Textbook Ratio
1. Drop-out Rate	▪ School Personnel
2. Repetition Rate	▪ Non-Teaching
3. Cohort-Survival Rate	a. Principal
4. Achievement Rate	b. Staff (determine the number of nationally or locally funded or volunteer)
4. Completion Rate	▪ Teaching
5. Graduation Rate	a. Number of Teachers (Nationally or locally funded and volunteer
6. Parent's Rate of Participation in School Activities (Attendance to SPA meetings)	b. Number of Teachers teaching Majors and Non-Majors
▪ Physical Facilities (Both instructional and non-instructional)	▪ Classroom Furniture e.g. desks/ armchairs, teacher tables, blackboards, lab tables, lab stools
▪ Learning Facilities (determine facilities per subject area)	▪ Textbooks (indicated textbooks per subject area)

▪ Multi-Media (includes number of computers for instructions, TV sets, video cassette players, etc)	▪ Office Equipment (includes number of computers for office use, typewriters, etc)
▪ Medical/Dental Services (includes first aid kits, school nurse, etc)	▪ Environment and Safety (includes number of recorded theft, student conflict , etc
▪ Site Ownership	▪ Catchment areas, feeder schools ▪ School Expenditures, etc.

Other information could be gathered and organized as may be deemed necessary by the School Planning Committee (SPC) to provide a better "picture" of the school situation.

C. School Report Card (SRC)

To organize the school data, the use of the School Report Card (SRC) format is suggested. This tool will provide the school head, teachers or any stakeholder to review substantial school data just at one glance. It also provides the opportunity for the school to conduct trend analysis allowing initial inferences to be made from their data. The school community can easily monitor and compare their data with the standards set by MOE. Also, they can readily cross-reference data, such as, number of teaching personnel vs. enrollment, number of permanent classrooms vs. student population by grade level, etc. Hence, School Situation Report Card provides the education stakeholders a general understanding of the school's current situation. The suggested process is the Technology of Participation – Workshop Method.

The concept of School Report Card is derived from a student's report card which indicates his/her performance against learning competencies or standards. In the same manner, the SRC can be used to outline school performance indicators and several other planning indicators to gauge school performance *(Please Refer to BESDP School Report Card for Lower and Upper Secondary Schools)*.

The accomplished School Report Card and the initial inferences made on the data will be the starting point for problem analysis. The SRC has provided the means to make initial conclusions on the school's performance data thus offering the team a preliminary overview of the problems and constraints faced by the school. After an initial assessment of the current school situation, a careful and in-depth analysis of the problems and challenges faced by the school is essential. Problem analysis is the foundation of good planning. If the team has extensively analyzed the problems of its school, processes in the other tools should become easier. As the planning team goes through the process of school planning, it needs to continually validate and re-validateinitially presented data to produce the best analysis from which to base its actions. For a simplified process, the team can go through each item of SRC matrix and elaborate the problem/s in a cause and effect manner.

D. School Targets and Priority Improvement Areas

The data analysis phase set forth is the process that links the school's broad database with the formulation of school targets and determination of priorityimprovement areas. This will ensure that targets set by the school planning team are relevant, attainable and further challenge the school towards continuous school development. With the deeper understanding of the problems laid down on the school situation card, it is suggested that the team determines and sets the school targets and priority improvement areas.

In setting the school targets, the School Planning Committee has to have clear understanding of the various performance indicators. The SPC should set their realistic goal for each of the performance

indicator. These indicators will provide information on the school's progress in achieving each goal that has been set. They are measures used to specify the achievement of plan targets. These are used to declare if a plan was a success or a failure. The setting of targets allows the school planning team to project at a 5-year period of the school plan in alignment with provincial plan. The school planning team should be able to identify the following:

- o Desired Level of Performance (the level which the school wants to achieve at the end of the intervention)
- o Current Level of Achievement
- o The Gap (the difference between the desired and the current levels of achievement and the minimum standard set by ESRAQ)

In determining the desired level of achievement, the planning team could take the minimum or acceptable level. Minimum level is the "lowest" or "barest" expected level or standard while an acceptable level is higher than the minimum. Once the school targets are set, the planning team can better brainstorm all possible strategies that could generate the biggest impact with optimal use of resources. The strategies are the means or interventions necessary to achieve the desired performance given their condition. The planning team can add other interventions which have not been initially identified to ensure completeness of interventions.

The SPC thereafter, assesses each major problem area and strategy according to its contribution in addressing the gap in the core targets. Priority improvement areas are logically geared toward the problem areas that are most alarming to the school situation. In assigning the level of strategic intervention, it is necessary to tap the expertise of people who are in a position of authority to provide input on the contribution of each item to the attainment of the core targets. In applying this approach to basic education, it may be useful to request the presence of DEB or PES Personnel (particularly the Pedagogical Advisor) or anybody who has knowledge on the areas being addressed.

E. Development of School Work and Financial Plan

Having determined the school situation analysis, goals/targets, and priority improvement areas, the SPC must be able to make it operational into a five-year plan which serves as an indicative development map for the school. This is the avenue where school planning is linked with budgeting and management of available resources at the school level. The objective of this step is to enable the school to **formulate their 3-year work and financial plan and the corresponding annual plan** which will serve as the roadmap to focus initiatives and resources towards continuous school development. Figure below is the proposed process for this component:

Figure II. Process Framework for 3-Year Work and Financial Plan

| Input | Process Tool | Output | SIP Outline |
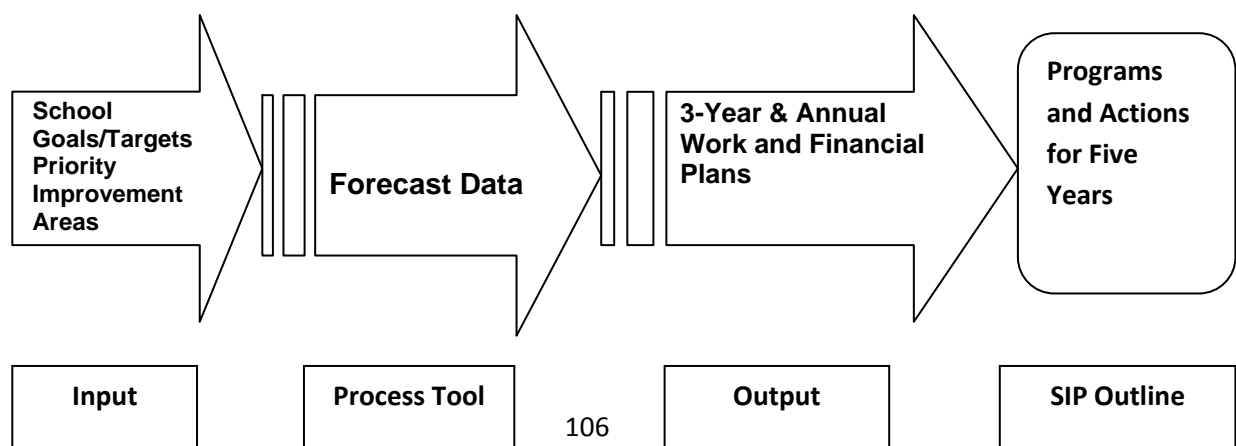
With the goals/targets and priorities set, the team has to translate these directions into more operational terms. Before identifying critical activities and resources, the SPC needs to **forecast** the school's average increase in enrolment. This is performed because the plan's time frame is set on a 5-year term. This, therefore, becomes the basis for targets set by the SPC in their 5-Year Work Plan*(See BESDP and UNESCO-ADB procedures for the practical forecasting procedure).*

Once forecasting is done, the SPC is now ready to prepare the 3-year indicative plan. The starting point for the formulation of the 5-year plan are the major categories drawn from the EFA framework, namely: 1) Expansion of Access and Equity; 2) Improvement of Quality Teaching and Relevance; and 3) Strengthening Education Management and Administration. To prepare the implementation plans (5-year and Annual), it is suggested that the SPC use the Work Breakdown Structure (WBS) method.

Since the WFP represent the improvement plan which the school intends to implement with the next five years, the WFP should include activities and corresponding budget items relative to the regular functioning of the schools. To complete the information required in the 5-year plan, the following have to be identified:

- Physical and Financial Target
- Sources of each allocated cost
- Objectively Verifiable Indicators which are qualified or quantified parameters that details the extent to which a project objective/activity has been achieved within a given time frame, in a specific location.
- Means of Verification which are tangible documents that provide evidence of the achievement of the indicators

Table 3. Proposed Work and Financial Plan Format for School Improvement Plan

Components	Indicator (B)	Physical Targets (C)					Financial Targets (D)					MOVs (E)
		1	2	3	4	5	1	2	3	4	5	
A. Expansion of Access and Equity												
B. Improvement of Quality Teaching and Relevance												
C. Strengthening Education Management and Administration												

Physical targets are identified on a yearly basis with corresponding financial targets. Financial Requirements may represent costs for human and non-human resource. To accomplish this, the forecasting matrix is of utmost importance. *(See BESDP manual for 3-Year WFP formulation.).*

From this 3-year plan, an annual plan will be formulated. This step provides a way for the SMC to bridge the gap between the current situation and the goals and targets they want to achieve. The 5-year WFP provides inputs to the development of Annual Implementation Plan. Activities indicated to be implemented within the first year of SIP implementation should be lifted and be placed on the following columns of the Annual Implementation Plan (AIP). *(Please See BESDP Practical Guide in the Development of Annual Implementation Plan.).*

Table 4. Proposed Format for Annual Implementation Plan

Activities (A)	Timeframe (B)												Resource Requirements(C)		Amount and Sources (D)				
	J	F	M	A	M	J	J	A	S	O	N	D	Persons Respons	Other Resrcs	NATL	DEB	PES	Vill	Tot

It is important also to design the monitoring and evaluating plan and then to set in motion appropriate processes to monitor the implementation of the SIP and to evaluate the outputs and effects of the activities contained in the program. After formulating the school's 5-year work and financial plan and annual implementation plan, the SPC has to formulate a plan which will enable the school to track the progress of and determine the effectiveness of the SIP in achieving its stated objectives.

Strengthening of existing School Plans are so far identified in the areas of developing a school situation report card, setting of school targets and priority improvement areas, and formulating work and financial plans. These enhancement mechanisms will feed pertinent information, on the other hand, for District and Provincial Plans.

2.2.   Enhancement of District and Provincial Plans

The development of the DEB and Provincial Education Development Plans are characterized by a *logical* and *iterative* process. It is a process that allows the Planning Teams the opportunities to reflect on the past year/s, assess results, and plan and project a future where DEB and PES efforts will be directed. Through this planning process, DEB and PES's offices are able to coordinate their programs, activities, budget plans, and maximize their resources, time, talents and funds. District and Provincial Planning is also iterative. It allows DEBs and PESs planners and stakeholders to continually review new information for refinement of planned activities.

Since there are existing PEDPs, it is important to review and consolidate fresh information to come up with adjusted activities. The existing D/PEDPs will stand as it is but will be reviewed and

enhanced especially in the analysis of district and provincial situation reports and development of work and financial plans.

A. DEB Plan Enhancement

The data gathering process has to be focused on the secondary schools and villages within the area of responsibility of DEB. Using the School Report Cards and other existing report formats for the pre-schools, primary, and secondary schools as well as non-formal learning stations, the DEBs have to conduct in-depth problem identification. As data are collected, these will have to be placed in the **District Report Card format**. Once completed, initial inferences could be drawn from the data. There are several ways to initially draw inference from the data collected by looking into trends whether figures are improving or declining, comparing against the standards, and cross-referencing data e.g. number of teaching personnel vs. enrolment, etc. This process is similar to the processes introduced to enhancement of school situation report.

The use of numerical count frequencies is strongly encouraged as this would tell how many times something occurred or how many are affected by a particular problem. The schools and district offices are to refrain from using percentages as the use of percentages has little value during the situation analysis at the PES level.

The main documents needed to accomplish the District Report Cards for this level are the School Improvement Plans for primary schools and lower secondary schools, particularly the filled up school situation report cards. Except for the enrolment data which is to be collected for a 3-year period, the primary schools including preschools and lower secondary schools are expected to collect multi-year data (at least 3 years) to enable DEBs to better analyze the situation of their districts. Consistent with the EFA goals to which the Government of Lao, through the Ministry of Education and Sports, has subscribed, the situation analysis process focuses primarily in identifying and analyzing problems in formal and non-formal education using the following major categories:

- Provision of Access to Basic Education
- Quality and Relevance of Basic Education
- PES Management of Educational Services

Although not limited to the following, the source documents for this section are: School Improvement Plan; NFE Plan/Reports; School Reports; Textbooks/Teachers' Manual Inventory; MOE Service Manual; Nutritional Status Reports; and School Mapping Exercise Reports or Site Validation/Appraisal Reports. Information derived from this section will input to the situation analysis and target setting *(Please see BESDP format for District Report Card).*

(i.)   Development of District Data Map

The greater involvement of DEBs and schools in the area of educational planning has been given emphasis by MOES. MOES aims to empower the field units to develop plans that would bring about improvement in the quality of basic education. Development of District Data Map is a type of needs assessment tool relating to access and participation in education. Needs assessment and analysis in district level are important activities in the planning process since the outputs of this activity will be useful for the development of provincial and national education plans.

The incorporation of District Data Map aims to provide a system for education planners in policy-decision making functions in areas of resource allocation, prioritization of educational facilities and establishment of new schools. This will provide input to the development of a computer-based

geographic information system, which will include educational, topographic and demographic data that will be useful in secondary education planning and management.

The development of District Data Maps is anchored however on the school network mapping exercises done at the district level. The DEBs must have done preparatory activities to facilitate the development of District Data Map: The DEBs shall have collected basic data on existing school age students and their locations, existing schools and their locations, student enrollments, teachers, teaching materials and facilities. They must also be able to map out the location of schools and their covered students in a defined area (village or district boundaries), revealing geographic conditions and distances/accessibility of clients from existing schools. Moreover, they have to make projection of future needs (schools, classrooms, materials, teachers, etc.) based upon demographic trends in each area. Information from this Data Maps will inform PESs staff, school heads, and Provincial Government representatives responsible for the PEDP and annual project planning. Table below is the proposed data categories and information requirements that will have to be incorporated on District Map for easy and practical planning reference.

Table 5. Data Categories and Information Requirements for District Maps

Data Categories		Information Requirements
1. Education Target Group		- Primary Students in school by villages - Pre-schoolers (home-based and center-based) - Growth trends in school age children by villages
2. Existing Services		- Location of school - Facilities, teachers, materials, equipment, enrollments
3. Existing Service Needs		- Students who have difficulty in access to schools - Ethnic Group/s of children falling outside acceptable distance from schools - Schools that must be expanded/rehabilitated to meet existing needs - New schools that must be established to meet existing need
4. Future Service Needs		Estimation of future needs by location based upon demographic projections
5. Performance Indicators		- EFA performance indicators - Learning Competencies per core subject - Competency Rates

In the process of accomplishing the District Situation Report Card, the district office can at the same time prepare their respective District Data Map. A Data Map presents a holistic picture of an area or an organization and can be used to look at the state of internal and external efficiency indicators and distribution of resources and services. To facilitate the preparation of the data maps, scaled and fit-to-size model maps are to be prepared and distributed to the districts by the Planning Units during the data gathering orientation. Although it is proposed that each DEB Office conducts its respective problem identification processes, a variation to this process could be that instead of holding separate, district-initiated problem identification workshops, the PES conducts a single focused workshop to identify problems. Attending this workshop are the members of each District Consolidation Teams.

During a workshop, inputs can be provided in plenary and work is done by individual district consolidation teams. The chief advantage of holding a single workshop is that outputs could be

reviewed for quality based on standards set for identifying data-based problems. Added to this, the district offices can be given time to accomplish their district data maps which likewise become one of the bases for problem identification for PES. Instead of asking the district offices to prepare the various symbols to represent data information, PESs can distribute these together with the scaled-to-fit maps. This can greatly facilitate the preparation and rate of submission of District Maps. Instead of placing the data cards on the map, another way of doing it is by placing the school data cards on the side of the map. As an alternative to the use of strings to show the distribution of schools within the municipality, the school EMIS identification number can be placed on the map as a reference. The variations of District Data Map preparations will be further guided by the GIS Team depending on the available resources of DEBs and their capacity to manage GIS display maps. Using the District Data Map, the following questions could help to identify potential issues/concerns:

- What does it tell the District Planning Team?
- How are schools distributed?
- Identify the schools with the highest and lowest performance rates, and based on the gap make an inference.
- How are early child care centers distributed?
- Can schools service the need?
- Reviewing catchment of schools vs. geography, how accessible are schools to learners?
- Are there enough schools to address the need?

Additional inferences e.g. on distribution of schools, access, participation, etc could be made by the district after the preparation of the data map. Problem identification, therefore, is complemented and enriched by the preparation of the data map. For a practical guide in problem identification, a format is proposed for DEB use (*See BESDP problem identification matrix).*

(ii.)   District Targets and Priority Improvement Areas

The accomplished District Report Card and the problem identification matrix prepared will be the practical starting point of this step. Once the gaps (the difference between the desired and the current levels of achievement) are identified and their cause and effect relationships determined, the process of identifying district targets per indicator is conducted. In setting the district targets, the DEB planning team has to have clear understanding of the various performance indicators as well. The DEB planning team should set their realistic desired level of achievement for each of the performance indicator. In determining the desired level of achievement, the planning team could take the minimum or acceptable level. The DEB planning team then assesses each major problem area and strategy according to its contribution in addressing the gap in the core targets. Priority improvement areas are logically geared toward the problem areas that are most alarming to the district situation. District priority improvement areas will be determined by simply conducting numerical count frequencies of schools' priority improvement areas outlined in their submitted Report Cards. If this is not processed at the moment at the school levels, the planning team can prioritize based on the District Report Card.

(iii.)   Enhancement of Work and Financial Plan

The existing DEB education plans will have to be linked with budgeting. The primary focus of budget development each year is related to General Fund revenues. They represent the bulk of the operating money for primary level instruction, the central purpose of every DEB. A look at the line-

item budget for the General Fund in particular reveals a lot about the fiscal health of a DEB office. Examining the difference between total revenues and total expenditures may show whether a DEB is operating with a deficit in any given year. At present, the DEB's budget is affected by Province-determined funding formulas and the mandatory programs in which it must participate. With the advent of Block Grant formula, the number of students who attend school is critical to district revenues because most of this funding will be provided on a per-pupil basis. The budget process thus begins with a careful projection of the number of students for each school within the DEB's area of responsibility. Hence, a district must estimate how many children will register for school. However, it is crucial for schools and DEBs to back up this "*per-pupil fund formula*" with realistic work and financial plan that outlinesthe use of resources to achieve specific objectives of the district education plan *(See BESDP Work and Financial Plan Manual)*.

B. Provincial Plan Enhancement

The Provincial Education Development Plan (PEDP) is the main vehicle through which the PES can effectively and efficiently manage education service in the province. The plan should be carefully structured to focus on key targets and strategies that will lead to achievement of objectives and better operation of the PES Office. A PEDP is the embodiment of the collective vision of the PES and its stakeholders as well as the strategic thrusts and direction towards which efforts will be focused. It is a plan that provides a holistic approach towards addressing gaps in both the formal and non-formal education systems in the province. It should present a comprehensive overview of major priorities to which PES stakeholders will be dedicated to at least six years. The plan describes areas which the PES will emphasize, and for which it will commit its resources.

The existing PEDPs will have to be reviewed and enhanced to align them with the EFA National Plan of Action, National Growth and Poverty Eradication Strategy (NGPES), Education MTEF, and Millennium Development Goals (MDG), Education Sector Development Framework (ESDF). The Department of Planning (DoP) will need to list down and compile a comprehensive and coherent list of all goals and targets decided by the government that relate to the development of the education sector. In doing this, the provincial planning team can better orient provincial targets and priorities toward the attainment of national targets. Since the existing PEDPs are already anchored on the EFA framework, the challenge now is how to enhance situation report and analysis, establish clearer provincial targets, and incorporation of budget tool for resource generation.

(i.) Enhancement of Provincial Situation Analysis

The objective of this enhancement is to enable the PES Office to analyze the current situation of the delivery of basic education service in the province. To objectively do this, the gathering, validation, and consolidation of pertinent planning information becomes imperative. The starting point for the enhancement of PEDP is the information provided from a broad database. Pertinent planning information could be obtained from secondary schools and DEBs within the Province, from government units, performance indicators and annual reports, existing PES reports, etc. However, the DoP may explore other sources to ensure a broad data base will provide an accurate and rich picture of the PES, its environment, and its operations. Multi-year data, improvement priorities and plan requirements collected from various schools and district offices within the administrative supervision of the PES Office will input to this process. This process is proposed to use the following framework as shown in figure 3 below:

Figure 3. Process Framework for Provincial Situation Analysis
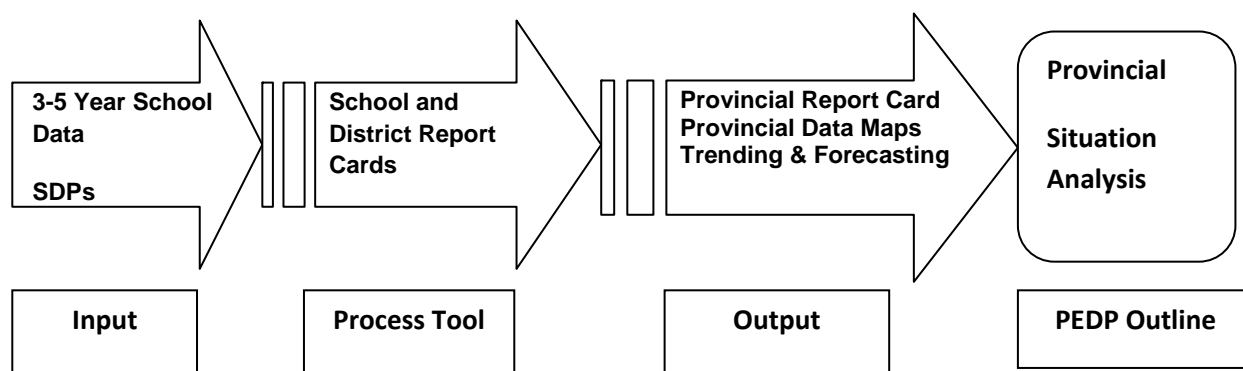
Information should be collected at the minimum of 3-years except for Enrolment which should be collected on a 5-year period. Other information could be gathered and organized as deemed necessary by the PPT to provide a better and more complete "picture" of the PES's situation. The Provincial Planning Team should gather multi-year data on the following relevant information:

Table 6. Multi-Year Data Requirement of PES

♦ School-Age Population	♦ Performance Indicators (EFA, ESDF, MDG, CFS)
♦ Enrolment	♦ Basic School and Learning Center Information
♦ Personnel	♦ Teacher-Student Ratio
♦ Student-Textbook Ratio	♦ Physical and Other Facilities
♦ Furniture	♦ Learning Materials
♦ Learning Equipment	♦ Office Equipment
♦ Medical/Dental/Nutrition Data	♦ Site Ownership
♦ Resource Mobilization Efforts	♦ Provincial Expenditure Pattern in Basic Education
♦ Environment and Safety	♦ Special Programs/Projects/nitiatives

To organize the gathering of planning data, the use of the Report Cards (RCs) format is suggested. The RCs at school and district levels can be used to identify the performance indicators and several other planning indicators to gauge PES performance. The gathering of pertinent planning information will employ a bottom-up approach originating from the schools and the DEBs and then finally consolidated and analyzed at the PES level to come up with its own Provincial Report Card (PRC). The Provincial Report Card consolidates all planning information obtained and consolidated by the district offices *(Please BESDP for the proposed Provincial Report Card Format)*. Advantages of the PES Report Card are as follows:

1. It systematizes and organizes the process of data gathering;

2. It allows the PPT to review substantial provincial data in one glance;
3. It facilitates the interpretation and analysis of pertinent provincial data; and
4. It provides the opportunity for the PES to conduct trend analysis allowing initial inferences to be made from their data.

Taking the lead in the process, the PPT consolidates information coming from various districts and secondary schools. The consolidated information becomes the basis for data analysis. After problems have been identified at the district level, the PES is now ready to conduct an in-depth analysis of the Provincial situation. Initially, the PPT reviews problems identified and clusters common problems experienced across the province. These clusters of common problems become the basis for an in-depth analysis of the provincial situation.

(ii.)   Development of Provincial Data Maps

Two provincial maps are proposed to be prepared at this level, namely the Basic Information Data Map and the Prioritization Data Map. The Basic Information Data Map provides general and broad information regarding the PES. It is prepared by consolidating data maps prepared at the district level. The Prioritization Data Map is a map that enables the Province to compare performance across the province thus facilitating decisions relating to prioritization. It is prepared to compare across-district information on participation, access, and achievement. In reviewing the provincial data maps, other problems may be identified. To expedite the preparation of the Provincial Data Map, it is suggested that scaled pieces of district maps be provided to the district to be used during the district data map preparation. This way, the PPT's task is just to validate the information and fit the different pieces prepared. The GIS technical staff will incorporate the information on the existing maps. With the incorporation of School and District Report Card System and the development of Provincial Data Maps, the PES can be in a better position to draft the provincial situation report. Figure 4 below shows the simple process of developing the situation report which forms part of the provincial education plan.

Figure 4. Situation Report Preparation Process

School Report Cards		District Report Cards
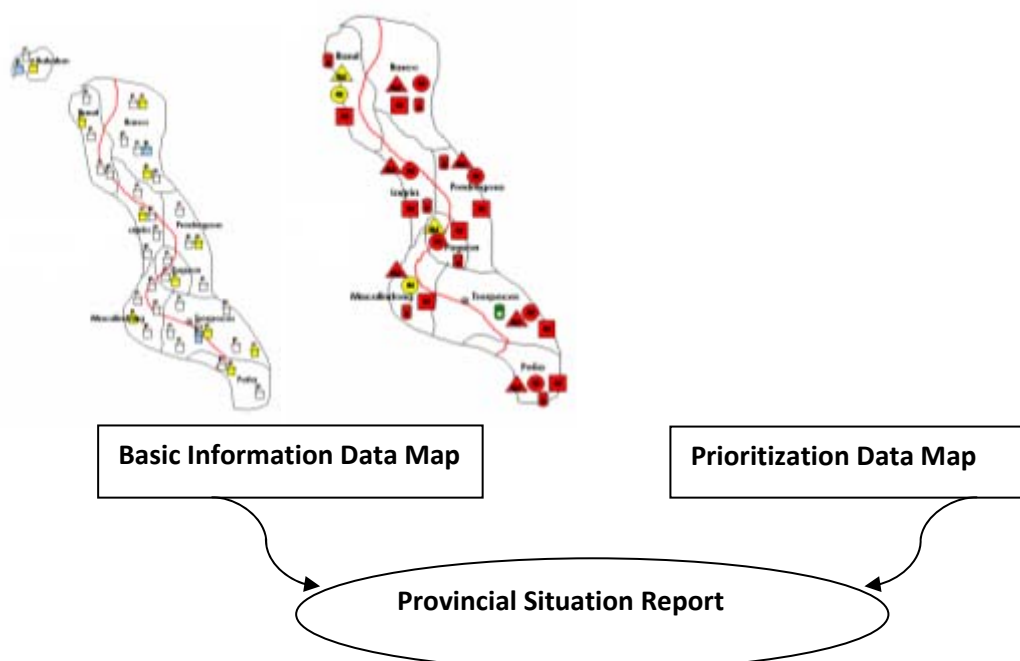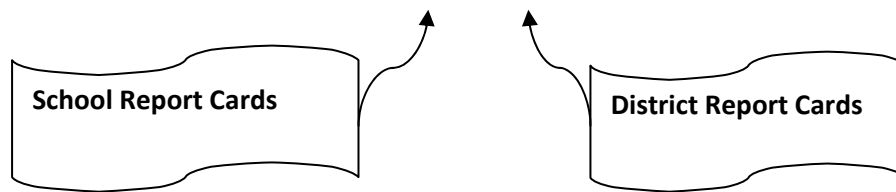
(iii.) Provincial Targets and Priority Improvement Areas

It is important for the Provincial Planning Team to familiarize themselves on all the indicators set forth by the various documents relating to national education plans. The policy goals of the government on education must be made clear. It is only then that PES can meaningfully assess its targets and identify what needs to be reached on a certain span of time. The review of each target will provide information on the PES's progress in achieving each EFA operational categories of provision of equitable access, quality and relevance of basic education, and management of education services. With the upcoming Decade Assessment of EFA National Plan of Action on 2010, the provincial planning teams must be assisted in assessing their proposed targets if they appear uncertain and identify measures that will likely ensure realistic targets. These measures or strategies could mean changing their priorities, changing their targets, and mobilizing additional resources.

Identifying the difference between resources needed and resources that are likely to be available to carry out the adjusted targets and priorities is crucial to the enhancement of annual PEDPs since this document will be the instrument that will convince the Ministry of Finance, MOE, and Provincial Government Authorities to provide the required funds. The analysis and projection information required by the target-setting and prioritization process is greatly dependent on the availability of detailed information on the situation analysis section.

The PPT will have to brainstorm on potential strategies and planning implications to ensure that the adjusted targets and the priority improvement areas become more favorable to achieve the strategic policy direction of the education sector. The planning team must explore further on which of the driving forces could be reinforced, which of the restraining forces can be diminished, and which of the restraining forces are within the control of the PES to change. For each strategy or intervention identified, the PPT must determine the degree of control that the PES has over the strategy/intervention. In cases where the PES is just in partial, minimal or no control at all over a strategy or intervention, the PPT needs to identify who it needs to coordinate with for support such as other government agencies, donor communities, NGOs, private organizations, and the like.

(iv.) Enhancement of Work and Financial Plan

The provincial education plan will have to provide inputs to the DoF, which in turn, will provide basis to the annual budget. The current annual budget will no longer be the only resource allocation instrument. Gradually, the provincial 3-Year Plan will come to play an important role in the resource allocation process. The Education-3-Year Plan, in turn, will have to be drawn up within the framework of the provincial education plan.

Under the piloting of provincial planning and budgeting of BESDP, provinces prepared medium term Provincial Secondary Education Development Plans (PSEDPs). These plans are a three-year projection of activities and costs for operating, maintaining, expanding and improving secondary education. They served as a general framework for provincial development and investment in education.

It is suggested that during under SESDP the PPT will involve experts in each area to ensure that plan elements activities are properly defined and organized. Likewise, the Budget and Planning Team of the central and provincial finance units will have to agree on the formats budget guidelines and the auditing rules and regulations as this may become a valuable resource during cost estimations. Figure below outlines the flow of development of budget plans incorporated on a 3-Year Work and Financial Plan and Annual Plan.

Figure 5.　　　**Process Framework for Development of Budget Plans incorporated on a 5-Year Work and Financial Plan and Annual Plan**
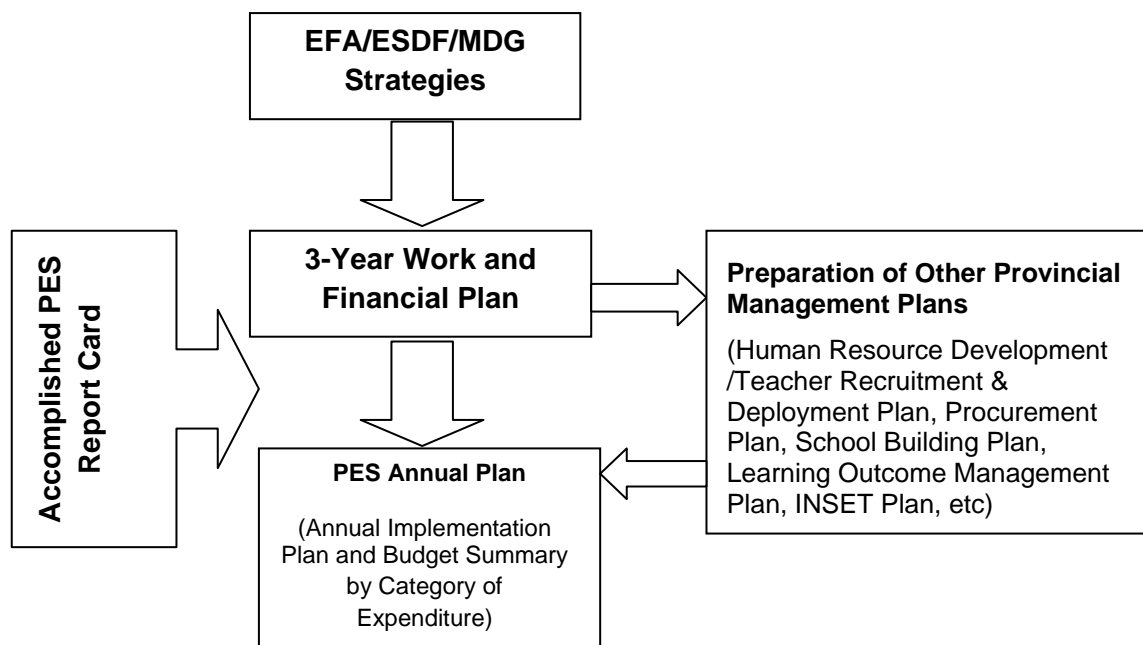
As gleaned from the process framework, the strategic policy goals and objectives stipulated on EFA/ESDF and 3-Year Planning are aligned in the preparation of the 3-year Work and Financial Plan and Annual Plan for education subsectors. These plans become the PES's Master Plans for each of the areas of basic education in the province. The 3-year Master Plans and the requirements of the PES Report Card will serve to inform the preparation of the PES Annual Plan or the Consolidated Annual Plan.

From this PEDP, other micro-plans can be prepared with the PEDP serving as the primary bases for formulation. Province-specific can be further developed on the areas of Human Resource Development/Teacher Recruitment & Deployment Plan, Procurement Plan, School Facilities Development Plan, Learning Assessment Management Plan, INSET Plan, Gender and Ethnic Equity

Plan, etc. The preparation of the following plans depends on what each PES requires. Table below are some of the basic relevant micro-plans that can be prepared by PES to strengthen the PEDP.

Table 7. Proposed Micro-Plans for PES Planning

1. Physical Facilities Development Plan	The plan is for both the formal and non-formal learning systems of basic education and may contain, but may not be limited to the following:
	
	 o Current Status of Physical Facilities
	
	 o Projected Required physical facilities
	
	   ⬧ New construction
	   ⬧ Repairs
	   ⬧ Completion
	
	PES Prioritization re: Physical Facilities

2. Procurement Plan	The plan is for both the formal and non-formal learning systems of basic education and may contain, but may not be limited to the following:
	
	 o Current Status of Learning/Office Equipment/Facilities
	
	   ⬧ Workbooks
	   ⬧ Supplementary reading materials
	   ⬧ Ready-made lesson plans
	   ⬧ Instructional materials
	   ⬧ Textbooks
	   ⬧ Furniture & Fixtures
	   ⬧ Instructional equipment
	   ⬧ Equipment for Operations
	   ⬧ Office supplies
	   ⬧ etc
	
	 o Projected Required physical facilities
	
	PES Prioritization re: Procurement

3. Human Resource Development & Management Plan	The plan is for both the formal and non-formal learning systems of basic education and may contain, but may not be limited to the following:
	 o Manpower Plan
	   ⬧ Recruitment of Teaching & Non-Teaching Personnel
	   ⬧ Planning for future personnel requirements of the PES Office
	 o Induction of Teaching & Non-Teaching Personnel
	 o Promotion & Merit
	
	 o Performance Appraisal & Recognition
	
	Developing People-Staff Development Plan for both teaching and non-teaching personnel (Needs-based Training, Peer Coaching & Mentoring)

4. Resource Mobilization & Allocation Plan	The plan is for both the formal and non-formal learning systems of basic education and may contain, but may not be limited to the following:

	o Baseline Information on the ff.:
	✦ Status of resource mobilization efforts
	✦ Resource allocation patterns of the PES Office
	✦ Trends on Public Expenditure in Basic Education
	✦ Trends on Private Expenditure in Basic Education
	✦ Resource Mobilization Strategies
	o Project requirement of the PES Office to manage education services
	o Criteria for Resource Allocation
	List of potential stakeholders from which resources could be mobilized

3. Critical Next Steps

The strategies for strengthening education planning on a three-tiered level from school to DEB and to PES will serve as the foundation for capacity building and training interventions of SESDP. It is important however at this point to review further the proposed areas of enhancement and planning tools and formats and "localize" it further to become more responsive and relevant to existing conditions at the field level. The following next steps will have to be conducted in coordination with implementing units for localization process:

A. On School Improvement Plan

    (i.)   Review existing School Plans vis-à-vis proposed School Improvement Plan Outline
    (ii.)   Review and localize proposed School Report Card vis-à-vis ASCF format for situation analysis
    (iii.)   Review the institutionalization of School Planning Committee
    (iv.)   Review proposed Work and Financial Plan format and Annual Implementation Plan
    (v.)   Develop Training Strategies in the field

B. On DEB Plan

    (i.)   Review existing DEB Planning Tools vis-à-vis proposed enhancement strategies
    (ii.)   Review and localize proposed District Report Card format for situation analysis
    (iii.)   Review proposed District Data Map
    (iv.)   Review proposed Work and Financial Plan format and Annual Implementation Plan for DEB (a more simplified planning format may be developed)

C. On PES Plan

    (i.)   Review existing PES Planning Tools (Long-Term PEDP, Medium-Term PEDP and Annual PEDP) vis-à-vis proposed enhancement strategies
    (ii.)   Review and localize proposed PES Report Card format for situation analysis
    (iii.)   Review and localize proposed Basic Information Data Map and Priority Data Map and verify if the needed data for incorporation are available at ESITC
    (iv.)   Review and localize proposed WFP, Annual Implementation Plan, and Budget Summary by Category formats for PES and further propose mechanism on how to monitor "per-pupil cost" at PES, DEB and School Level.

From this working paper, a Training Plan for Education Planners at the sub-national down to school levels must be developed following the implementation schedule of the Project Outputs.

Annex-I. Proposed Outline for School Improvement Plan (SIP)

The outline presented below covers the essential elements of a School Development Plan and is an enhancement of the current school plans available among primary schools. The following is the suggested outline of the School Improvement Plan subject for localization at field level:

I.   Introduction

II.   Community Profile

- Socio-cultural
- Political
- Geo-political
- Demography
- Economy

III.   Situational Analysis

A. School Performance

- Student Achievement
- Performance Indicators

B. Instructional Materials

- School Equipment
- Textbooks
- Teaching Aids

C. Personnel Profile

- Teaching
- Non-Teaching

D. Physical Facilities

- Classrooms
- Workshop
- Toilet and Bath
- Buildings
- Library
- Medical
- Laboratories
- School furniture
- Non-Instructional

E. School Management

1. Planning and Development Processes

2. Organizational Structure and Staffing
3. Systems and Procedures
- EMIS
- M & E
- Fiscal
- Rewards
- Communication

4. Instructional Leadership
- Administrative
- Academic (Instructional Leadership)
- Establishing Linkages
- Management of Stakeholders

5. Ancillary Services (Ex., dormitories, remedial teaching, scholarship, access, stipends, etc)
- Delivery
- Quality
- Scope/Types

IV.   Goals and Objectives (EFA Operational Categories and Minimum Standards Set By ESQRA)

A. Access to Education
B. Quality Education
C. Education Management

V.   Priority Improvement Areas

A. 3-year plan
B. Annual Plan

VI.   Organizing for Implementation

A. Organizational Structure Required (responsible units/persons including terms of reference or functions)
B. Monitoring and Evaluation (schedule, report to be generated, etc.)

Nota Bene: This outline will be reviewed further to adjust with the current School Improvement Plans (SIPs) of Primary Schools and some Lower Secondary Schools to follow SOQ standards. Training modules to include: PPA engagement, communication to increase school participation, asset management, student tracking system, etc. will be discussed to refine the above school-based management interventions.