

Project Administration Manual

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Lao People's Democratic Republic: Secondary
Education Sector Development Project

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Project Administration Manual Purpose and Process

The project administration manual (PAM) describes the essential administrative and management requirements to implement the project on time, within budget, and in accordance with Government and Asian Development Bank (ADB) policies and procedures. The PAM should include references to all available templates and instructions either through linkages to relevant URLs or directly incorporated in the PAM.

The Ministry of Education and the Department of Secondary Education are wholly responsible for the implementation of ADB financed projects, as agreed jointly between the recipient and ADB, and in accordance with Government and ADB's policies and procedures. ADB staff is responsible to support implementation including compliance by the Ministry of Education and the Department of Secondary Education of their obligations and responsibilities for project implementation in accordance with ADB's policies and procedures.

At Grant Negotiations, the recipient and ADB shall agree to the PAM and ensure consistency with the Grant agreement. Such agreement shall be reflected in the minutes of the Loan Negotiations. In the event of any discrepancy or contradiction between the PAM and the Grant Agreement, the provisions of the Grant Agreement shall prevail.

After ADB Board approval of the project's report and recommendations of the President (RRP) changes in implementation arrangements are subject to agreement and approval pursuant to relevant Government and ADB administrative procedures (including the Project Administration Instructions) and upon such approval they will be subsequently incorporated in the PAM.

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
DEB	=	District Education 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, MOE
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
PAM	=	Project Administration Manual
PES	=	Provincial Education Service

Secondary Education Sector Development Program (RRP LAO 40368)

PMIS	=	Personnel Management Information System
PPA	=	pupil-parent association
PPTA	=	project preparatory technical assistance
PREI	=	Procurement Review for Effective Implementation
PMO	=	Prime Minister's Office
PrMO	=	Procurement Monitoring Office, Ministry of Finance
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

I. PROJECT DESCRIPTION

1. The proposed Secondary Education Sector Development Program¹ (SESDP) will address equity, quality and efficiency issues facing the secondary education subsector (SES) in the Lao People's Democratic Republic (Lao PDR) through expanding access, improving delivery of new curricula, and strengthening the management of SES. The Program is in close alignment with the government's National Education Sector Reform Strategy (NESRS) and the Education Sector Development Framework (ESDF).² In addition to SE specific interventions, the Program will support: completion of the launch of the revised secondary education curriculum, with enhanced linkages to primary and upstream to higher education and employment; broader system capacities, including support to the Ministry of Education) MOE, provincial offices, and institutions responsible for curriculum development and teacher training for lower secondary education (LSE) and upper secondary education (USE); and increased resourcing of SES.

2. SESDP's project component will complement the policy program under all output areas (aligned closely with ESDF's pillars), promoting key thrusts such as (i) improving access by building classrooms in remote areas, providing stipends to disadvantaged students, and building dormitories for girls and ethnic groups; (ii) enhancing quality by assisting MOE's in rolling out the reformed SES curriculum; improving teacher training, recruitment, and deployment; and improving performance monitoring and evaluation (M&E); and (iii) strengthening SES management by refining and operationalizing SES strategies, expanding subsector resources, and building planning capacity and other human and institutional capacities at various levels. SESDP's precursor, the Basic Education Sector Development Program (BESDP) provides a firm foundation for SESDP to support continued progress in these areas: BESDP also demonstrated the viability of the sector development program modality in supporting reforms and linked investments, and strengthened related MOE capacities. In view of the scope and rapid pace of recent education reforms in Lao PDR, SESDP will focus on incrementally advancing and operationalizing existing reforms deemed most critical to improving SES under all 3 ESDF pillars (related to access, quality, and education sector management). It will build on, consolidate, and carry forward key SES reforms catalyzed with support under BESDP. In particular, SESDP will seamlessly dovetail with BESDP support to SES curriculum reform, assisting MOE to complete the introduction of the new 4-year LSE curriculum (in Lao PDR, denoted "M1-M4", abbreviating *mattayom* 1-4) by SY2013/14, and in all 3 USE grades (denoted "M5-M7") by SY2016/17. More broadly, comprehensive program and project support will build on lessons, models, and capacities built under BESDP, in order to advance progress in SES under all 3 ESDF pillars: (i) assuring equitable access, (ii) improving quality and relevance, and (iii) strengthening sector governance and performance management.

3. Cutting across all of the work are the issues of gender, language and ethnic identity, poverty and social exclusion, disability rights, safeguarding of ethnic groups' welfare, care for the environment, and geographical equity. Other areas that cut across components include decentralization, institutional capacity building, improving linkages between departments and units, and implementation of policy into practice, quality assurance and performance monitoring.

¹ SESDP was formerly titled "Basic Education Sector Development Program II" (BESDP II), which first appeared on ADB's website in April 2011, with the Concept Paper approved in July 2011.

² The draft Secondary Education Sub-Sector Action Plan (SEAP) 2010–2015, DSE, MOE, Vientiane (2011) has been prepared within the Education Sector Development Framework (ESDF).

A. Impact and Outcome

4. The Project's targeted impact is improved educational attainment in Lao PDR. The project's expected outcome is enhanced equity, quality, and efficiency of secondary education in Lao PDR.

B. Outputs

5. 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.

6. The detailed project description below outlines activity areas (referenced as 1A1, 1A2, etc.) under each output and sub-output, with key targets and milestones for the overall Program presented in the design and monitoring framework (DMF) in Appendix 1.

1. Output 1: Expanded Access to Secondary Education

7. 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 a '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).

8. As noted in Appendix 3 and elaborated in the paras. below, support to improve access will center on 3 packages of interventions—termed “LSE Models 1-2” and the “USE Model”—covering a total of 75 sites to be reconfirmed early during implementation:

- **LSE Model 1** (30 sites) consists of one new LSE school, furniture, student stipends, a pair of sex-segregated low-cost community-managed dormitories, remedial support, an “access grant” program, equipment and teaching and learning materials;
- **LSE Model 2** (30 sites) consists of stipends, sex-segregated low-cost community-managed dormitories, remedial support, and access grants for existing schools;
- **USE Model** (15 sites) will consist of 1 new classroom block, furniture, stipends, sex-segregated low-cost community-managed dormitories, remedial support, access grants, equipment, and materials. Bundled “USE Model” support will be provided to 15 existing secondary schools, though stipends will extend to another indicatively 25 schools.

Sub-output 1A: Classroom Provision to Expand Physical Access

1A1 Construction of 30 new LSE schools which provide access to quality education

³ Letter referenced 319/NCRD/Cabinet dated 19 May 2011 from the Prime Minister's Office (National Commission for Rural Development and Poverty Reduction) confirmed that the newly designated districts of Phonthong (Luang Prabang), Mun (Vientiane Province), Xaisathan (Xaignabouly Province) and Xaichamphon (Bolikhambai Province) are classified as 'poorest'.

9. The PPTA has supported MOE and provincial and district education offices (PES and DEBs) in identifying new LSE school locations, which will reduce distance and travel time for students from the poorest communities. 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 reliable supplies of electricity and potable water supply and gender-segregated toilets/sanitation facilities (Appendix 4). Designs will be similar to those developed under BESDP, and will ensure access to disabled children. Procurement of LSE civil works will follow the procurement plan in Section VI.B; 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.

1A2 Expansion of USE classroom and laboratory facilities at 15 existing secondary schools

10. USE classroom construction will either expand an existing LSE school into a complete secondary school or will expand USE places in an already complete secondary school. Facilities will be provided at 1 site in each of 15 provinces holding noted 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 gender-segregated toilets accessible to disabled children. Procurement of USE civil works will follow the procurement plan in Section VI.B; the PES will be responsible for the process supported and supervised by the PMU, following announcement by MOE (PMU).

1A3 Furniture packages for 30 LSE schools and new USE classrooms in 15 existing secondary schools

11. 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.

Sub-output 1B: Direct Support for Disadvantaged Students

1B1 LSE baseline in 30 districts

12. During 2012, following initial training provided by the PMU with support from the Inclusive Education Center (IEC) and Education Statistics and Information Technology Center (ESITC), provincial and district staff will support school-level members of the pupil-parent associations (PPAs), village education development committees (VEDCs), and kumbans as appropriate to establish or confirm baseline data on feeder primary schools, including details of students by grade, gender, year of birth, ethnic group and language used at home, family economic status, and distance/time to the nearest school with Grades 6–9.

13. Some information about out of school children aged 11–14 will also be collected. Information collected in the LSE baseline will be used by the DEB to re-confirm sites for LSE Model 1 and Model 2 support identified by MOE during the PPTA, and provide a comprehensive list of Grade 4 students in 2011/12 who will form the pool of Grade 5 students in 2012/13 for possible LSE stipends in 2013/14.

14. In communities selected for new LSE construction, the PPA, VEDC, and kumban will undertake a more detailed study of all 11–14 year-olds in their community, including gender and ethnic group aspects and whether children have ever attended school, are currently attending primary or LSE schools, or have dropped out of school. For new LSE schools drawing students from feeder villages remote from the proposed school site, SESDP will support baseline data collection and consultation with village communities.⁴

1B2 LSE stipends in selected communities of 30 districts

15. SESDP consultants will assist the IEC in revising guidelines and procedures developed under BESDP. Supported under sub-output 3C, suitable PPAs will be established or strengthened, with roles including supporting strong community supervision of stipend awards, attendance, and completion rates (Appendix 5). Stipend program guidelines (to be approved by MOE in discussion with ADB prior to any fund flows) will include specific procedures and requirements to ensure transparency and targeting to needy children, including provisions for posting information on school billboards, requiring children’s signed verification of fund receipt in liquidation documentation, and engaging the role of the PPA in various processes.

16. indicatively 1,740 LSE stipends will be provided to the poorest students entering Grade 6 in 2013/14 in 30 new and 30 existing LSE schools in target districts: at least 50% shall be reserved for girls and 80% for ethnic group students. Stipends will be paid at the MOE-determined rate at the beginning of each semester in Grade 6 to Grade 9, with an incentive payment in the second semester in Grade 9 for stipend students completing Grade 9.

17. Community participation in baseline data collection will assist identification of poor families and selection of Grade 5 students in 2012/13 to be offered stipends for Grade 6 in 2013/14. This will also feed into a rigorous impact evaluation of LSE stipends under activity area 3D2.

1B3 USE baseline survey in 15 provinces

18. Training will be provided by the PMU with support from 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.

1B4 USE stipends in selected communities

19. Project consultants will assist the IEC in adapting SESDP LSE stipend procedures for use in the USE stipend program, including the roles of PPAs in target schools in areas such as providing community supervision of stipend awards, attendance, and completion rates.

⁴ The age/grade/participation profile generated by the baseline provides a basis for monitoring changes in participation patterns in target districts.

20. The 15 communities that will receive USE classrooms will assist identification of eligible students completing Grade 9 in 2013/14 for entry into Grade 10 in 2014/15. An additional 25 USE schools in the same provinces will be allocated stipends and will also need to have or (re)establish an appropriate PPA to participate in the stipend program. Each of the 40 schools will be allocated roughly 30 stipends giving a total of indicatively 1,200 USE stipends, at least 50% shall be provided for girls and 80% for ethnic group students. Stipends will be paid at the MOE-determined rate at the beginning of each semester in grades 10-12 (M5-7).⁵

Sub-output 1C: School-level Support to Enhance Equitable Access

1C1 Low-cost community managed LSE dormitories

21. SESDP will support construction and community management of low-cost dormitories for LSE 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. 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). 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 labor and materials (e.g., using local materials to construct non-load-bearing divider walls, etc.), as well as ongoing 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.⁶ Cooking and feeding will be arranged through community management guidelines.

1C2 Remedial support for boarding students in 60 LSE schools

22. 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 students' 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. 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.

1C3 Access grants for 60 LSE schools

23. 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. SESDP will assist DSE in collaboration with DNFE to revise BESDP's Education Development Grant Program (EDGP) guidelines for SESDP's LSE access grants, which will support additional low-cost dormitory space, expanded remedial support, and/or school income-generating activities such

⁵ No completion incentive payment proposed for USE stipends.

⁶ In addition to minor physical inputs such as internal partitions to the dormitories and ongoing maintenance, the community and PPA will be encouraged to provide other forms of support (e.g., food) to teachers living on-site for supervision and provision of remedial support (see 1C2 and 1C5) and other activities for boarders.

as a school garden or school canteen to generate funds to support increased access and equity. 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). 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.

1C4 Low-cost community managed USE dormitories

24. 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.

1C5 Remedial support for boarding students in schools receiving new USE classrooms

25. 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.

1C6 Access grants for 15 schools with USE

26. 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).

27. Output 1 capacity building activities are summarized in Appendix 7 (Capacity Building Programs and Other Workshops).

2. Output 2: Improved Delivery of New SES Curricula

Sub-output 2A: Pre-service Training and Placement of New SES Teachers

2A1 Pre-service teacher training curriculum to be aligned with M1-M7 school curriculum and develop procedures for TEI QA accreditation system

28. In Lao PDR, there are currently 13 teacher training institutions (TTIs), consisting of 10 teacher education institutes (TEIs)—of which 8 are general TEIs, with 1 TEI specializing in arts and music and 1 specializing in physical education—along with 3 faculties of education (FOE) based at the National University of Laos and universities in Luang Prabang and Champassak. Two priorities are identified for further strengthening of capacity under the SESDP project: (i) the pre-service teacher training curriculum for lower and upper secondary teachers and the corresponding instructional resource capacity of TTIs needs to be developed to more closely align with the new M1 to M7 curriculum; and (ii) the system of quality assurance in TTIs needs to be further strengthened.

29. 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 qualification⁷. 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.

30. The ESQAC and DTE will be provided with consultancy support to develop the Quality Assurance procedures for accreditation of LSE and USE pre-service teacher training courses to ensure equivalency of standards between TEIs and FOEs.

31. TTI master trainers and senior staff will also participate in, and lead, capacity building workshops and trainings linked to introduction of the revised curriculum, in particular annual rounds of in-service teacher training for LSE teachers and (in subsequent years) USE teachers under sub-output 2B.

2A2 Curriculum resources and instructional materials for TEIs and FOEs

32. Instructional materials will be provided to all TTIs, with a priority on supply of resources for science—for all (currently 9) TEIs and FOEs offering SES science-related pre-service training—and for libraries that will enable teachers to learn more practical teaching approaches aligned to the new student-centered methodology (see also Appendix 17). Physical education and arts resources will also be provided to the respective specialist TEIs. All TEIs and FOEs will be provided with 4 complete sets of M3 to M7 textbooks and teacher guides at the same time as rollout and distribution to schools. Information and Communication Technology (ICT) learning resources developed by RIES under 2B2 will also be provided to TEIs to support pre-service training for delivery of the new LSE and USE curriculum.

2A3 Trial graduate teacher placement scheme

⁷ LSE teacher qualification was earlier based on 11 years of schooling plus a 3 year post-secondary program (i.e., “11+3”). LSE and USE teacher qualifications are being upgraded to 12+3 for LSE and 12+4 for USE in 2011/2012.

33. Lao PDR has a system of salary-based incentives to promote civil servants' work in more remote areas. To complement such salary-based incentives, the Teacher Development and Management Policy Framework and Action Plan, 2010-15 (TDMPFAP; approved by the Prime Minister in September 2010) and related interim guidelines approved by the MOE Minister in March 2011 call for other measures to attract teachers to rural and underserved areas. Similarly, outcome 1 of MOE's Secondary Education Action Plan for 2011-15 (SEAP), calls for a series of activities including to "provide incentives for teachers to be deployed to rural and remote areas, such as accommodation allowances, travel allowances and other social welfare benefits". SESDP will support MOE to operationalize these policies. In particular, SESDP will assist MOE in piloting a Graduate Teacher Placement Scheme to encourage new science graduate teachers to work in poor ethnic area LSE schools in rural areas, to be launched in SY2013/14 (Appendix 8). Prior to that, the project will support MOE to develop the detailed design and implementation procedures for the Graduate Teacher Placement Scheme, building on the initial feasibility and preliminary design already undertaken under the PPTA. Pending that detailed design, it is indicatively foreseen that the Graduate Teacher Placement Scheme will be piloted in 5 of the 30 districts targeted under output 1, with a small number (indicatively 25 total) of newly graduated teachers selected, giving priority to female teachers and teachers from ethnic groups and subjects such as sciences. The scheme will include modest support interventions (including allowances for accommodation and travel and/or other cash and in-kind support) to be provided to support these graduates' relocation to and settling in specified underserved areas, with support provided for the first two years after teacher placement.

34. An M&E procedure will be designed for district and school-level audit and assessment of the impact of the Graduate Teacher Placement scheme, involving MOE staff monitoring visits and district-level monitoring meetings. Additionally, an evaluation of the scheme will be procured through the PMU to assess the effectiveness of such approaches in encouraging newly graduated teachers to teach in under-served areas, feasibility for scale up, critical sustainability factors, and procedures for regularizing of the scheme by MOE.

2A4 Procedures and manuals for teacher recruitment and utilization, and teacher quality and performance

35. The SESDP will support the Department of Personnel (DOP) to develop procedural guidelines for teacher recruitment and utilization planning, which will replace the prior teacher quota system. ESQAC, in collaboration with DSE and DTE, has begun the design of a teacher quality and performance monitoring (TQPM) system, which aligns with the SOQ initiative. The project will provide support for development of monitoring guidelines to be used by DOP, PES and DEB as a basic tool for implementation of the TQPM system by 2014.

Sub-output 2B: In-service Teacher Training and Support

2B1 Delivery of M3-M7 curriculum in-service teacher training.

36. 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.

37. 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.

38. 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.

Table 1 Outline Plan for M3-M7 Teacher Training

Outline Plan for M3-M7 Teacher Training	2012	2012	2013	2014	2015	2016
	M3	M5 (pilot)	M4	M5 (final)	M6	M7
Workshop to prepare Training Manual	5 days	5 days	2 days	5 days	3 days	3 days
TOT	5 days	-	2 days	3 days	3 days	3 days
In-Service Teacher Training	5 days x 5 M3 teachers from each school	5 days x 11 M5 teachers from 15 schools	5 days x 5 M4 teachers from each school	5 days x 5 M5 teachers from each school	5 days x 5 M6 teachers from each school	5 days x 5 M7 teachers from each school

Note: Wording "from each school" refers to coverage of all LSE, USE, or complete SES schools covering that grade nationwide.

2B2 RIES' development of materials using appropriate ICT media (TV, radio, DVD, etc.) to support teaching

39. SESDP will provide capacity building for the RIES Education Media Unit to improve its development and delivery of TV, radio, and ICT media-based teaching and learning materials, following conduct of a capacity needs assessment and feasibility study. As 1 key focus, feeding into 2B4, TV and radio programs will be developed for use by SPAs in the delivery of school-based in-service teacher training for improved implementation of the new secondary school curriculum. This will help to overcome costs and other challenges associated with delivering central and provincial-based training that limit the number of participants, especially teachers from remote areas. Furthermore, teacher training programs delivered in or close to school sites will enable learning to be transferred more directly to the classroom and teachers will be able to establish professional networks with colleagues in their schools to share their new learning.

40. As part of SESDP's program and project support for "ICT-for-Lao PDR education" (ICT4LE), media-based teaching and learning materials will be developed by RIES Education Media Unit, initially for one secondary education core subject and use in the SPA Pilot (see 2B4). Following the analysis of the pilot phase, SESDP will support RIES in scaling-up ICT4LE materials development, to provide media-based materials for the 5 core secondary education subject strands.

2B3 Support for the Professional Development of Pedagogical Advisers

41. 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).

2B4 SPA package to support the pilot ICT4LE

42. 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.

43. The 5 selected SPAs will participate in the piloting and evaluation of the education media resources developed by RIES. 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.

44. 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.

45. 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

2B5 Teacher Upgrade Grants

46. 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 enroll 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. 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.

Sub-output 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

47. 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): see also Tables 2-3 further below.

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

48. 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.

49. 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.

50. 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.

51. 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).

52. 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.

Table 2: Outline Plan for M3-M7 Curriculum Materials Development

Outline Plan for M3-M7 Curriculum Materials Development		2012	2013	2014	2015
Review of existing materials	2 days		M5 (final)	M6	M7
Curriculum materials development workshop	5 days		M5 (final)	M6	M7
Curriculum materials testing	5 days		M5 (final)	M6	M7
Curriculum materials CACIM workshop	3 days		M5 (final)	M6	M7
Curriculum Materials CRC check	2 days	M3 and M4 M5 (pilot)	M5 (final)	M6	M7
Bid Evaluation Meeting	1 day	M3 M5 (pilot)	M4 M5 (final)	M6	M7

Table 3 Outline Plan for M3–M7 Printing Assumptions

Outline Plan for M3-M7 Printing assumptions	2012	2012	2013	2014	2015	2016
	M3	M5 (pilot)	M4	M5 (final)	M6	M7
Text Book Titles Student: TB ratio	11 titles 1:1	11 titles (core) 3 sets per school	11 titles 1:1	11 titles (core) 4:1	11 titles (core) 4:1	12 titles 4:1
		8 titles (electives) 3 sets per school		8 titles (electives) 25 copies of each book per school	8 titles (electives) 25 copies of each book per school	

Outline Plan for M3-M7 Printing assumptions	2012	2012	2013	2014	2015	2016
	M3	M5 (pilot)	M4	M5 (final)	M6	M7
Teachers Guide Titles Student: Teacher /TG ratio	14 titles 25:1	12 titles (core) 2 sets per school 10 titles (electives) 1 set per school	14 titles 25:1	12 titles (core) 25:1 10 titles (electives) 25:1	12 titles (core) 25:1 10 titles (electives) 25:1	13 titles 25:1
Text Book Titles for MOE, TEI and private sector stock	11 titles 1810 TB	1810 sets of core and electives	11 titles 1810 TB	1810 sets of core and electives	1810 sets of core and electives	12 titles 1810 TB
Teachers Guide Titles Quantity for MOE, TEI and stock for private sector	14 titles 1810 TG	1810 sets of core and electives	14 titles 1810 TG	1810 sets of core and electives	1810 sets of core and electives	13 titles 1810 TG
Distribution	1200 LSE schools	Assume 450 schools with M5	1200 LSE schools	Assume 500 schools with M5	Assume 500 schools with M6	Assume 500 schools with M7

2C3 M5 curriculum materials piloted in 15 SE schools in 5 target provinces

53. 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.

54. 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.

Sub-output 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

55. A basic set of teaching and learning resources will be provided for all new LSE schools constructed under SESDP—this will include M1 and M2 textbooks and teacher guides, since these new schools will not have been included in national distribution. Basic science equipment and laboratory facilities will also be provided to each newly constructed LSE School, including instructional materials for physics, biology, and chemistry, and library resources. The priority will be on the supply of science and library resources that can most cost-effectively improve student understanding, practical application of learning, and self-study opportunities. RIES with DSE will be responsible for review of the technical lists of equipment and learning materials (see also

2D3). Procurement of the equipment and materials will follow the procurement plan in Section VI.B. The PMU will be responsible for the procurement process and distribution.

2D2 Provide basic materials/equipment for Arts/Music/Physical Education

56. An additional set of teaching and learning resources for arts and music kits will be provided to 30 new LSE schools constructed under the SESDP. Procurement of the arts/music/physical education equipment and materials will follow the procurement plan in Section VI.B, with the PMU responsible for the procurement process and distribution.

2D3 Provide science equipment and materials for 15 existing SE schools to support USE instruction by 2017

57. Basic science equipment will be provided to 15 newly constructed USE classroom blocks, including instructional materials for physics, biology chemistry, library resources, physical education kits, and arts and music kits. As with LSE kits, priority will be on supply of science and library resources that can most cost-effectively improve student understanding, practical application of learning, and self-study opportunities. RIES with DSE will be responsible for review of the technical lists of equipment and learning materials: indicative lists for science equipment are included in Appendix 17. Procurement will follow the procurement plan in Section VI.B, with the PMU taking lead responsibility.

Sub-output 2E: Support for Improved Student Assessment

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

58. 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. 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.

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

59. 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.

60. Output 2 institutional and capacity building activities are summarized in Appendix 7 (Capacity Building Programs and Other Workshops) and in Appendix 10 (Summary Curriculum Delivery Capacity Building Plan).

3. Output 3. Strengthened Secondary Education Subsector Management

61. The Program will contribute to strengthened SES management by supporting SES analysis, capacity building for improved subsector management at all administrative levels, community engagement in school support and management in target LSE and USE schools, and M&E including an impact evaluation focusing on the LSE stipend program, and project management.

62. Output 3 institutional and capacity building activities are summarized in Appendix 7.

Sub-output 3A: Support for Enhanced Subsector Analysis

3A1 Institutional analysis of SES and in-depth LSE needs assessment

63. There will be a need to update the analyses carried out under ESDF, SEAP and the SESDP PPTA to ensure that activities planned under 3B1 are still aligned with recent developments maximize complementarity with other initiatives. This will be particularly necessary in the 30 districts where SESDP and the FTI project will both be working with PES and DEBs. 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, who will also collect data through a rapid review at the local level⁸ and a validation meeting at central level. Project consultants will support the overall process.

3A2 Updated LSE and USE school network mapping

64. 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. National and international consultants will support design and training aspects of the school-network mapping program, which will take into account kumban village clustering.

65. Incorporating tools and experiences from school network mapping in the initial 30 districts, the nationwide mapping program will begin with a 5-day central workshop to train 17 provincial staff in school-network mapping techniques. This trained group will then train 143 district staff through 5-day provincial-level workshops in these techniques. The training will build capacity for DEB and PES staff to (i) assist VEDC and kumban members in identifying options for access to LSE and (ii) support more rigorous planning for LSE and USE expansion. Following extensive data collection, data will be analyzed and a report prepared for each province during a 5-day provincial-level workshop. These activities will directly feed into fulfillment of the related 2013 policy action under the program loan.

3A3 Assessment of existing SES-related MIS, action plan and implementation

⁸ Three provinces (1 in each of the North, Central and South) and 2 districts in each of these provinces will be visited.

66. 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 integrating 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 who 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 integrating of MIS systems; and the strengthening of PMIS and FMIS staff capacities.

3A4 Detailed needs analysis USE in 15 provinces

67. In parallel with school network mapping, ESITC will support PES and DEBs to undertake a broader and detailed USE needs analysis in 15 provinces, to assist in the confirmation of USE school locations in both districts and provinces identified during the PPTA and broader planning.

Sub-output 3B: Capacity Building for SES Staff at All Levels

3B1 Phased, multi-modal capacity building for education sector staff at central, provincial/local levels and secondary school principals

68. 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, with details provided in Appendix 7. 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).

69. 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.

70. 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.

71. 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

3B2 Communication/dissemination advocacy strategy developed and launched

72. 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.

3B3 Support for the implementation of the Strategy Plan for Private Education Promotion 2010–2020

73. 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, 2010-2010.

3B4 Development of a strategy and policy on “ICT-for-Lao PDR Education”

74. 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).

Sub-output 3C: Community Engagement in School Support and Management

3C1 Establish pupil-parent associations and build their capacity

75. 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.

Sub-output 3D: Monitoring and Evaluation

3D1 M&E implemented throughout the project with data feeding into Performance Assessment Framework

76. 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. Section IX gives more details of M&E activities throughout the Project.

77. The comprehensive SESDP baseline study to be completed by end 2012 will include relevant quantitative and qualitative data identified by MOE and the international and national M&E consultants, with contributions from other consultants (in particular those supporting grant and stipend initiatives and the gender/social development consultants).

3D2 Independent impact evaluation study

78. 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 SY2012/13 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 to USE. Appendix 11 provides an indicative framework for the design of the impact evaluation study.

Sub-output 3E: Support for Project Implementation

79. MOE will provide office accommodation (including utilities) for the PMU and a project consultant office, as well as indicatively 4 full-time PMU staff (including the PMU Head and 3 technical staff seconded from MOE). The grant will support project implementation throughout its duration, including equipment, transport, contractual staff and in-country travel such as for M&E. In addition to technical support provided by international and national consultants, PMU staff seconded from MOE will be augmented by locally contracted individuals funded by the

project, indicatively: (i) 3 professional-level individuals (a Procurement Officer, Finance Officer, and Monitoring and Reporting Officer); and (ii) 3 administrative and general staff (tentatively 1 secretarial staff and 2 drivers). In addition the PMU will also engage outside entities to conduct studies and surveys. Further details are given under Project Implementation Arrangements.

80. Output 3 Institutional and capacity building activities are summarized in Appendix 7 (Capacity Building Programs and Other Workshops).

II. IMPLEMENTATION PLANS

A. Project Readiness Activities

Indicative Activities	Months						Responsibility
	Jul	Aug	Sep	Oct	Nov	Dec	
Advance contracting actions	✓	✓	✓	✓			MOE
Establish project implementation arrangements		✓					MOE
ADB Board approval			✓				ADB
Loan/Grant signing				✓			MOF, MOE, and ADB
Government budget inclusion				✓			MOF
Government legal opinion provided					✓		MOJ
Loan/Grant effectiveness						✓	MOF and ADB

81. The SESDP PMU will be established prior to grant negotiations. The implementation strategy is summarized in the following Section IIB in the form of an overall implementation schedule. Activities are aligned to dovetail where appropriate with the activities of the preceding BESDP. This is especially true in activities under Output 2, where the continuing rollout of the new secondary education curriculum, textbooks, teacher guides, student assessment, teacher recruitment and teacher training have to follow the annual school calendar as the cohort of M3 to M7 students moves through the secondary education school system from 2012 to 2016.

82. A key Output 1 activity is the scheduled construction of lower secondary schools (2013–2016) and upper secondary education facilities (2014–2017). The packaged activities around the construction activities including stipends, access grants, remedial support, community dormitories, furniture, instructional materials and equipment are scheduled appropriately prior to these dates or following these dates.

83. Output 3 activities are scheduled early in the implementation period to allow for maximum effect on the Project environment. This includes a communication, dissemination, and advocacy strategy to be launched before 2013.

84. A table of project readiness filters is included as Appendix 12.

B. Implementation Schedule

[Indicative] Activities	2011	2012				2013				2014				2015				2016				2017				2018				
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Output 1: Expanded access to LSE and USE																														
1A. Classroom Provision to Address Physical Access																														
(i) Build 30 new LSE schools on government-owned sites by mid-2015																														
(ii) Build USE classroom blocks at 15 existing SES school sites by mid-2017																														
(iii) Furnish 30 new LSE schools and 15 USE classroom blocks by 2017																														
1B. Direct Support for Disadvantaged Students																														
(i) Complete LSE baseline in 30 districts by end 2012																														
(ii) Define selection criteria by end 2012; launch LSE scholarships in SY 2013/14																														
(iii) Complete USE baseline for 15 existing USE schools by end 2013																														
(iv) Define selection criteria by end 2012; launch USE scholarships in SY2014/15																														
1C. School Level Support to Enhance Equitable Access																														
(i) Provide low-cost, community-managed LSE dormitories and remedial support (prioritizing boarding students) in 30 new and 30 existing LSE schools																														
(ii) Finalize LSE access grant guidelines by 2012, complete PPA orientation for 60 LSE schools by mid-2013, and launch grants by SY2013/14																														
(iii) Provide low-cost, community-managed USE dormitories and remedial support (prioritizing boarding students) in 15 schools receiving new USE classrooms																														
(iv) Finalize USE access grant guidelines by 2012, complete PPA orientation for 15 schools by mid-2014, and launch grants by SY2014/15																														
Output 2: Improved delivery of new SES curricula																														
2A. Strengthening pre-service teacher training systems and placement of new SE teachers																														
(i) Develop pre-service teacher training curriculum to align with new LSE and USE school curriculum by 2013 and develop procedures for TEI QA accreditation system																														
(ii) Procure curriculum resources and instructional materials for TEIs and FOEs by 2013																														
(iii) Pilot 1: trial Graduate Teacher Placement scheme in 5 districts (25 teachers) by 2013/14; assessment by Q1 2016																														
(iv) New procedures and manuals for Teacher Recruitment and Utilization, and Teacher Quality and Performance by 2014																														
2B. In-service Teacher Training and support for delivering the new SE curriculum																														
(i) Deliver annual in-service teacher training linked to new grade 8-12 curriculum (initiated by 2012, completed by 2016)																														
(ii) Support RIES' development of materials to support teaching using appropriate ICT media (TV, radio, DVD, etc)																														
(iii) Launch annual regional meetings of Pedagogical Advisers by 2012, and trial SPA Incentive Package to support Pilot 2																														
(iv) Pilot 2: trial ICT-for-education scheme to support rural LSE schools in 5 districts (initiated 2013, completed by 2015)																														
(v) Provide Teacher Upgrade Grants (11+3 to BA) for 30 LSE teachers in target districts starting in 2012																														
2C. Support for New Curriculum Materials (Textbooks and Teacher Guides)																														
(i) Distribute textbooks and teacher guides to 1,200 schools and all TEIs for grades 8 and 9 by August 2012 and 2013																														
(ii) Approve and distribute new USE textbooks and teacher guides for grades 10-12 by August 2014, 2015, and 2016																														
(iii) Pilot 3: assess interim grade 10 curriculum materials in selected SES schools in SY2012/13; evaluation by end 2013																														
2D. Teaching and learning equipment and materials to support improved teaching (in 30 new LSE schools and 15 existing SE schools)																														
(i) Provide 30 new LSE schools in target areas grade 6-7 textbooks and teacher guides, basic science equipment, materials for other subjects (including arts, music, and physical education), and																														
(ii) Provide science equipment and materials package for 15 new USE classroom blocks by 2017																														

Indicative Activities	2011	2012				2013				2014				2015				2016				2017				2018				
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
2E. Support for improved student assessment																														
(i) Assist in review of Rules and Regulations for grade 9 and 12 national exams and HE exams by 2014														*	*															
(ii) Support MOE/RIES to conduct ASLO for grade 9 in 2014 and grade 12 in 2017																														
Output 3: Strengthened SE subsector management																														
3A. Support for enhanced subsector analysis to guide decision-making																														
(i) Complete institutional analysis of SES and in-depth LSE needs assessment by 2012																														
(ii) Update LSE and USE school network mapping nationwide by end 2012																														
(iii) Complete assessment of existing SES-related MIS by end 2012 and implementation of improvement plan by 2015																														
(iv) Conduct detailed needs analysis of (i) LSE in 30 districts, and (ii) in USE in target areas by end 2012																														
3B. Capacity Building for improved SE subsector management at all levels																														
(i) Based on institutional and needs assessments, develop phased and multi-mode capacity building program for education sector staff at central and local levels and for LSE school principals by 2012; complete delivery by 2016																														
(ii) Develop and launch communication strategy (including dissemination and advocacy), and launch by end 2013																														
(iii) Support ongoing dialogue and periodic forums and activities to promote the Strategic Plan for Private Education																														
(iv) Develop strategy (by 2013) and policy (by 2015) on low-cost, pro-equity ICT to serve grade 1-12 education																														
3C. Support for Community Engagement in School Support and Management in 92 Target Schools (45 LSE and 16 USE schools)																														
(i) Establish or reconstitute PPAs in communities served by 75 SES schools and complete initial capacity building by Q3, 2012, with periodic support thereafter																														
3D. Monitoring and Evaluation and Special Study																														
(i) Conduct M&E throughout implementation (baseline in 2012), feeding into MOE Performance Assessment Framework																														
(ii) Carry out interim assessment by 2015, final data collection by 2017, and report submission by end 2018																														
(iii) Launch an independent, rigorous impact evaluation study of the LSE scholarships by Q1, 2013; complete by 2018																														
3E. Project Management																														
(i) Formally establish PMU by October 2011																														
B. Indicative ADB Mission Reviews																														
(i) Indicative ADB biannual missions (Midterm Review indicated by "M")																														

Notes: (*) Denotes review and/or other follow-up activities following principal completion.

(**) LSE scholarships are expected to be 4 years in length, and USE scholarships 3 years in length. An extra year (as indicated) may be added to allow for a small number of LSE students to commence in SY2014/15 if needed due to school construction timeline.

III. PROJECT MANAGEMENT ARRANGEMENTS

A. Project Implementation Organizations – Roles and Responsibilities

Project implementation organizations	Management Roles and Responsibilities
Executing Agency	<ul style="list-style-type: none"> ➤ MOE will serve as the <i>Executing Agency</i> (EA) for the SESDP, in coordination with other agencies as needed. As EA, MOE 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, procurement, use of consultants, disbursement, reporting, monitoring, and prevention of fraud and corruption.
MOE Steering Committee Chair - Minister, MOE	<ul style="list-style-type: none"> ➤ The <i>MOE Steering Committee</i> will provide senior-most supervision, guidance, and cross-agency coordination to SESDP, particularly on policy program issues. The MOE 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	<ul style="list-style-type: none"> ➤ An <i>SESDP Supervisory Committee</i> will support ongoing policy dialogue and coordination of SESDP's implementation across MOE 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 MOE Departments of Planning and Cooperation and Secondary Education.
Department of Secondary Education	<ul style="list-style-type: none"> ➤ The <i>Director General of the MOE/DSE</i> will serve as <i>Program Director</i>, 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 MOE Technical Assistants (3) Procurement Officer (LQ) Finance Officer (LQ) Monitoring and Reporting Officer (LQ)	<ul style="list-style-type: none"> ➤ Established within DSE and reporting to the <i>Program Director</i>, the <i>Project Management Unit (PMU)</i> 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 <i>PMU</i> will supervise and be supported by project-financed consultants, and will coordinate the work of individual <i>Implementing Units (IUs)</i>, noted below. The <i>PMU</i> 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 <i>PMU</i> will be

		defined in an MOE decree before effectiveness, and included in agreed revisions of the PAM.
	Implementing Units	➤ Implementing <i>Units</i> 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 MOE 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 MOE decree before effectiveness, and included in agreed revisions of the PAM.
	Provincial Implementation Units (within PES)	➤ A Deputy Director will head the <i>Provincial Implementation Units</i> 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 PES, with TOR to be defined in an MOE Decree before effectiveness.
	Pupil-Parent Associations	➤ In target schools supported under Output 1, <i>pupil-parent</i> associations (PPAs) will be responsible for the management of stipends and access grants
	ADB	<p>➤ 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.</p> <p>➤ 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.</p>

85. 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 DEB 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).

B. Key Persons Involved in Implementation

Executing Agency

Ministry of Education

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Director General, Department of Secondary Education
Ministry of Education
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ADB

Human and Social Development
Division

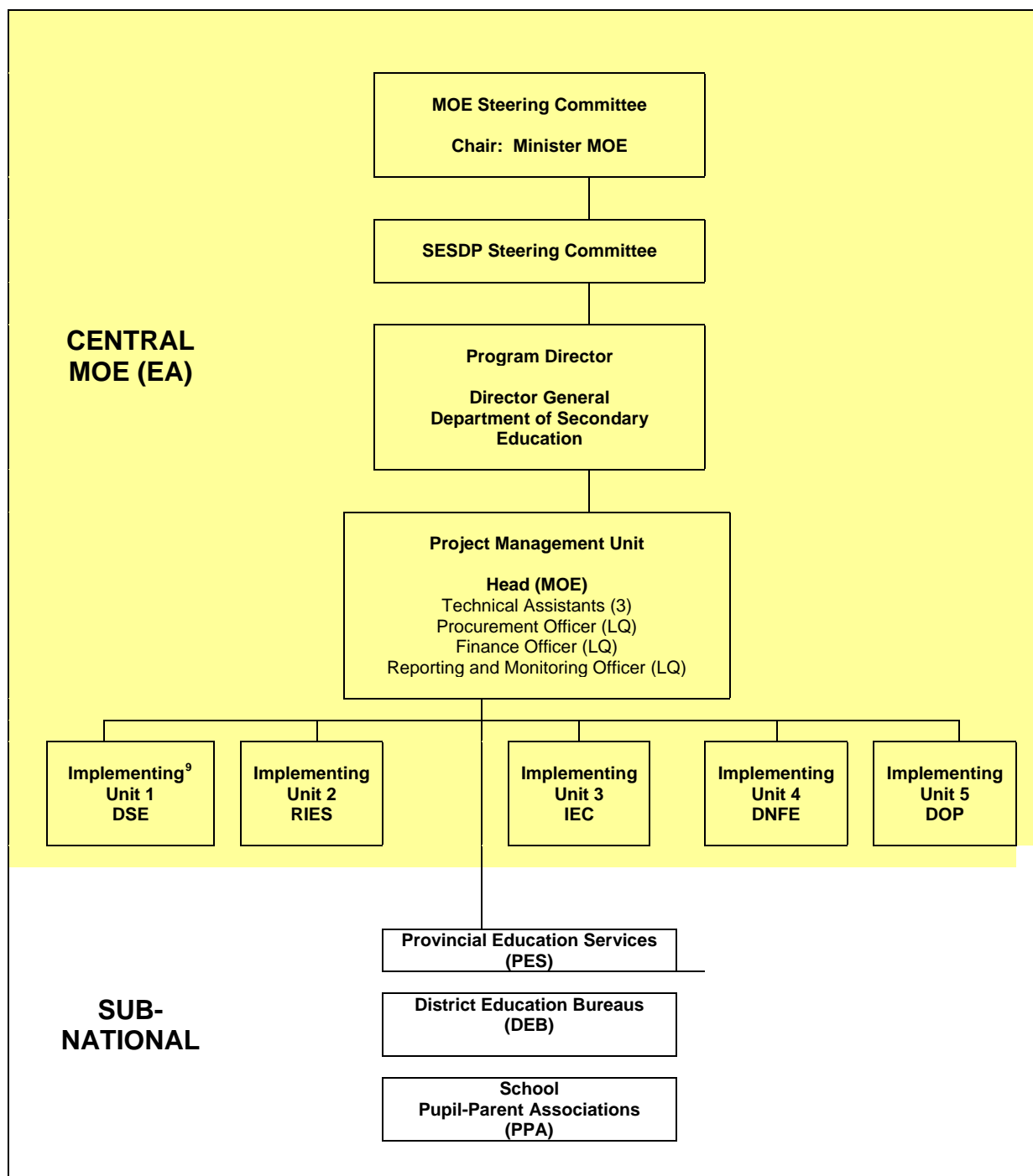
Ikuko Matsumoto, Director
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Mission Leader

Christopher A. Spohr, Senior Education Economist
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C. Project Organization Structure



⁹ Five implementing units are currently foreseen, subject to revisions to be agreed between MOE and ADB. Other departments (e.g., Departments of Planning and Cooperation and of Finance) will maintain SESDP-wide roles.

IV. COSTS AND FINANCING

86. The total project cost is estimated at \$32.4 million, including taxes and duties of \$2.7 million and contingencies of \$3.9 million (see Table 4). These constitute 8.2% and 12.1% respectively, of the total. Recurrent costs are estimated at \$2.0 million.

**Table 4: Project Investment Plan
(\$ million)**

	Total
A	
. Base Costs	
1 Civil Works and Land ^a	6.5
2 Furniture and equipment	2.2
3 Teaching and learning materials	4.3
4 Training and professional development	4.7
5 Consultant services	4.7
6 Stipends and other grants	1.5
7 Taxes and duties	2.7
Subtotal (A)	26.5
B	
. Recurrent Costs^b	
1 Logistical support and misc.	0.6
2 Monitoring and evaluation	0.4
3 Office space and staff (in-kind)	0.7
4 Utilities and running costs	0.2
Subtotal (B)	2.0
Total Base Cost	28.5
C	
. Contingencies	
1 Physical ^c	1.6
2 Price ^d	2.3
Subtotal (C)	3.9
Total Project Cost (A+B+C)	32.4

^a Includes government counterpart contribution of land, estimated at \$1.4 million.

^b Includes government counterpart contribution (principally for office space, utilities and running costs, and staff inputs) estimated at \$0.9 million.

^c Physical contingencies are estimated at 4.0% of total base costs excluding land and other government in-kind contribution.

^d Price contingencies use ADB Economics Research Department cost escalation factors for 2011-2015, and are assumed constant at the 2015 value thereafter.

87. As per Table 4 above, the total base cost of the project is estimated at \$28.5 million, of which \$26.5 million (93.1%) is for investment purposes (including taxes and duties), and \$2.0 million (6.9%) is to cover recurrent costs.¹⁰

88. Net of taxes, investment expenditure is made up of (i) \$6.5 million (22.7% of total base costs) for civil works, including government contribution of land estimated at \$1.4 million; (ii) \$2.2 million (7.8%) for furniture and equipment; (iii) \$4.3 million (15.0%) for teaching and learning materials; (iv) \$4.7 million (16.5%) for staff development and training;

¹⁰ Unit cost estimates and assumptions are contained in Appendix 13.

(v) \$4.7 million (16.3%) for consulting services; and (vi) \$1.5 million (5.3%) for stipends and other grants. An additional \$2.7 million is for government taxes and duties.¹¹

89. SESDP's project, to be implemented over 7 years, is supported by a grant of \$30.00 million from the Asian Development Fund (ADF). Of the government's contribution of \$2.36 million, an estimated will be largely in the form of the land on which 30 new LSE schools and 15 new USE classroom blocks will be built, and accommodation and utilities for the PMU and a project consultant office (an estimated \$0.2 million will be for utilities and other cash costs, with associated contingencies; see Appendix 13, Table 13.23). Agreed recurrent costs as well as taxes and duties¹² incurred in grant-funded expenditures and activities, are proposed to be met from the ADF grant (see also above).¹³ The grant will fund 92.7% of the proposed project, with the GOL accounting for the remaining 7.3% (Table 5).

Table 5: Financing Plan

Source	Amount (\$ million)	Share of Total (%)
Asian Development Bank	30.0	92.7
Government of Lao PDR	2.4	7.3
Total	32.4	100.0

90. As per Table D further below, inclusive of taxes and contingencies, the breakdown by project output is as follows: (i) expanded access to secondary education will account for an estimated \$11.6 million (35.8%) of the total cost of \$32.4 million; (ii) improved delivery of new secondary education subsector curricula will account for \$13.7 million (42.5%); and (iii) strengthening secondary education subsector management will account for \$7.0 million (21.7%).

¹¹ Subject to ADB review, potential inclusion of taxes and duties on all ADB-financed expenditures is consistent with the draft country partnership strategy, comprises a modest share of project investment, and is material and relevant to the success of the project. The project will also support agreed transportation and insurance costs.

¹² See prior footnote regarding taxes and duties. The project will also support agreed transportation and insurance costs.

¹³ Agreed Transportation and insurance costs may be financed from grant proceeds (as provided for in the Grant Agreement, Section 1.02e).

A. Detailed Cost Estimates by Expenditure Category

	LAK (millions)			USD			% share
	Local Currency	Foreign Exchange	Total	Local Currency	Foreign Exchange	Total	
A. Investment Costs							
1 Civil Works and Land							
a. Civil works	38,094	2,265	40,359	4,761,709	283,105	5,044,814	15.6
b. Land	11,431	-	11,431	1,428,838	-	1,428,838	4.4
2 Furniture and equipment	5,372	12,361	17,733	671,500	1,545,178	2,216,677	6.8
3 Teaching and learning materials	19,473	14,756	34,229	2,434,096	1,844,560	4,278,656	13.2
4 Training and professional development	37,024	470	37,494	4,627,972	58,800	4,686,772	14.5
5 Consultant services							
a. International	-	25,248	25,248	-	3,156,000	3,156,000	9.8
b. National	8,976	-	8,976	1,122,000	-	1,122,000	3.5
c. Professional-level local contract staff	2,976	-	2,976	372,000	-	372,000	1.1
6 Stipends and other grants	12,064	-	12,064	1,507,950	-	1,507,950	4.7
7 Taxes and duties	9,625	11,764	21,388	1,203,102	1,470,458	2,673,559	8.3
Subtotal (A)	145,033	66,865	211,898	18,129,167	8,358,100	26,487,267	81.8
B. Recurrent Costs							
1 Logistical support and misc. ^a	5,191	-	5,191	648,900	-	648,900	2.0
2 Monitoring and evaluation	1,716	1,584	3,300	214,500	198,000	412,500	1.3
3 Office space and staff (in-kind)	5,846	-	5,846	730,800	-	730,800	2.3
4 Utilities and running costs	1,424	-	1,424	178,038	-	178,038	0.6
Subtotal (B)	14,178	1,584	15,762	1,772,238	198,000	1,970,238	6.1
Total Base Cost	159,211	68,449	227,660	19,901,405	8,556,100	28,457,505	87.9
C. Contingencies							
1 Physical	8,472	4,122	12,594	1,059,000	515,311	1,574,311	4.9
2 Price	18,259	373	18,632	2,282,371	46,635	2,329,005	7.2
Subtotal (C)	26,731	4,496	31,227	3,341,370	561,946	3,903,316	12.1
Total Project Cost (A+B+C)	185,942	72,944	258,887	23,242,775	9,118,046	32,360,821	100.0

^a Includes ADB-financed secretarial staff and drivers for the PMU, PMU and IU travel and related costs for field inspection, and PMU and IU office supplies.

B. Allocation and Withdrawal of Grant Proceeds

CATEGORY				ADB FINANCING
Item		Amount Allocated (\$)		% age and basis for withdrawal from Grant Account
		Category	Sub-category	
1	Civil Works ^a	5,577,605		100% of total expenditure
2	Furniture and equipment	2,618,999		100% of total expenditure
3	Teaching and learning materials ^b	4,888,602		100% of total expenditure
4	Training and professional development	4,686,772		100% of total expenditure
5	Consultant services	5,778,500		100% of total expenditure
5A	International consultants		3,911,000	100% of total expenditure
5B	National consultants		1,402,500	100% of total expenditure
5C	Professional-level local contract staff		465,000	100% of total expenditure
6	Stipends and other grants	1,507,950		100% of total expenditure
6A	Stipend program		1,267,200	100% of total expenditure
6B	Access and other grants		240,750	100% of total expenditure
7	Project management ^c	1,061,400		100% of total expenditure
7A	Logistical support and misc. ^d		648,900	100% of total expenditure
7B	Monitoring and evaluation		412,500	100% of total expenditure
	Unallocated	3,880,171		
	Total	30,000,000		

^a Excludes land, which comprises government contribution.

^b Includes printing, packaging, and distribution of textbooks, teaching guides, and other instructional materials.

^c Excludes government contribution of office space, MOE staff, utilities, and other running costs.

^d Includes ADB-financed secretarial staff and drivers for the PMU, PMU and IU travel and related costs for field inspection, and PMU and IU office supplies.

C. Detailed Cost Estimates by Financier

	ADB Financing ^a		Government Financing ^b		Total Cost	% Total Project Cost
	Amount	% of Cost Category	Amount	% of Cost Category		
A. Investment Costs						
1 Civil Works and Land						
a. Civil works	5,577,605	100.0	-	-	5,577,605	17.2
b. Land	-	-	1,428,838	100.0	1,428,838	4.4
2 Furniture and equipment	2,618,999	100.0	-	-	2,618,999	8.1
3 Teaching and learning materials	4,888,602	100.0	-	-	4,888,602	15.1
4 Training and professional development	4,686,772	100.0	-	-	4,686,772	14.5
5 Consultant services						
a. International	3,911,000	100.0	-	-	3,911,000	12.1
b. National	1,402,500	100.0	-	-	1,402,500	4.3
c. Professional level local contract staff	465,000	100.0	-	-	465,000	1.4
6 Stipends and other grants	1,507,950	100.0	-	-	1,507,950	4.7
Subtotal (A)	25,058,429	94.6	1,428,838	5.4	26,487,267	81.8
B. Recurrent Costs						
1 Logistical support and misc. ^c	648,900	100.0	-	-	648,900	2.0
2 Monitoring and evaluation	412,500	100.0	-	-	412,500	1.3
3 Office space and staff (in-kind)	-	-	730,800	100.0	730,800	2.3
4 Utilities and running costs	-	-	178,038	100.0	178,038	0.6
Subtotal (B)	1,061,400	53.9	908,838	46.1	1,970,238	6.1
Total Base Cost (A+B)	26,119,829	91.8	2,337,676	8.2	28,457,505	87.9
C. Contingencies						
1 Physical	1,567,190	99.5	7,122	0.5	1,574,311	4.9
2 Price	2,312,982	99.3	16,023	0.7	2,329,005	7.2
Subtotal (C)	3,880,171	99.4	23,145	0.6	3,903,316	12.1
Total Project Cost (A+B+C)	30,000,000	92.7	2,360,821	7.3	32,360,821	100.0

^a Includes taxes and duties of \$2.67 million financed by the ADB grant.

^b Includes (i) in-kind contribution of land, office space, and personnel (estimated at \$2.16 million); (ii) utilities and other cash running costs (\$0.18 million); and (iii) related contingencies on cash costs (\$.02 million).

^c Includes ADB-financed secretarial staff and drivers for the PMU, PMU and IU travel and related costs for field inspection, and PMU and IU office supplies.

D. Detailed Cost Estimates by Outputs/Components

US Dollars	Total	Component 1		Component 2		Component 3	
item		sub-total	% of item	sub-total	% of item	sub-total	% of item
A							
. Investment Costs							
1	Civil Works and Land						
	a. Civil works	5,044,814	5,044,814	100.0	-	-	-
	b. Land	1,428,838	1,428,838	100.0	-	-	-
2	Furniture and equipment	2,216,677	529,291	23.9	1,313,643	59.3	373,743
3	Teaching and learning materials	4,278,656	-	-	4,278,656	100.0	-
4	Training and professional development	4,686,772	15,227	0.3	3,697,261	78.9	974,284
5	Consultant services						
	a. International	3,156,000	252,000	8.0	1,414,000	44.8	1,490,000
	b. National	1,122,000	336,600	30.0	353,100	31.5	432,300
	c. Professional level local contract staff	372,000	-	-	30,000	8.1	342,000
6	Stipends and other grants	1,507,950	1,499,700	99.5	8,250	0.5	-
7	Taxes and duties	2,673,559	732,696	27.4	1,286,403	48.1	654,460
	Subtotal (A)	26,487,267	9,839,166	37.1	12,381,314	46.7	4,266,787
B							
. Recurrent Costs							
1	Logistical support and misc. ^a	648,900	-	-	-	-	648,900
2	Monitoring and evaluation	412,500	49,500	12.0	5,500	1.3	357,500
3	Office space and staff (in-kind)	-	-	-	-	-	-

		730,800					730,800	100.0
4	Utilities and running costs	178,038	-	-	-	-	178,038	100.0
	Subtotal (B)	1,970,238	49,500	2.5	5,500	0.3	1,915,238	97.2
	Total Base Cost	28,457,505	9,888,666	34.7	12,386,814	43.5	6,182,025	21.7
C	Contingencies							
1	Physical	1,574,311	507,590	32.2	743,209	47.2	323,513	20.5
2	Price	2,329,005	1,200,871	51.6	614,137	26.4	513,997	22.1
	Subtotal (C)	3,903,316	1,708,461	43.8	1,357,346	34.8	837,509	21.5
	Total Project Cost (A+B+C)	32,360,821	11,597,127	35.8	13,744,160	42.5	7,019,534	21.7

^a Includes ADB-financed secretarial staff and drivers for the PMU, PMU and IU travel and related costs for field inspection, and PMU and IU office supplies.

E. Detailed Cost Estimates by Project Year

US Dollars item	Total	Project/Calendar Year						
		1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018
A. Investment Costs								
1 Civil Works and Land								
a. Civil works	5,044,814	-	950,743	2,181,787	1,357,696	554,588	-	-
b. Land	1,428,838	635,039	476,279	317,520	-	-	-	-
2 Furniture and equipment	2,216,677	304,068	423,950	485,469	857,584	145,607	-	-
3 Teaching and learning materials	4,278,656	1,572,777	1,331,548	524,013	493,843	356,476	-	-

4	Training and professional development	4,686,772	1,653,255	1,201,956	712,947	549,921	524,588	44,105	-
5	Consultant services								
	a. International	3,156,000	786,000	1,007,000	503,000	390,000	240,000	126,000	104,000
	b. National	1,122,000	231,000	339,900	194,700	174,900	102,300	39,600	39,600
	c. Professional level local contract staff	372,000	69,000	69,000	54,000	54,000	54,000	36,000	36,000
6	Stipends and other grants	1,507,950	-	68,750	322,050	402,350	362,000	352,800	-
7	Taxes and duties	2,673,559	576,758	705,990	558,960	509,497	229,555	48,900	43,900
	Subtotal (A)	26,487,267	5,827,896	6,575,116	5,854,445	4,789,791	2,569,114	647,405	223,500
	B. Recurrent Costs								
1	Logistical support and misc. ^a	648,900	92,700	92,700	92,700	92,700	92,700	92,700	92,700
2	Monitoring and evaluation	412,500	11,000	11,000	244,750	74,250	40,700	19,800	11,000
3	Office space and staff (in-kind)	730,800	104,400	104,400	104,400	104,400	104,400	104,400	104,400
4	Utilities and running costs	178,038	25,434	25,434	25,434	25,434	25,434	25,434	25,434
	Subtotal (B)	1,970,238	233,534	233,534	467,284	296,784	263,234	242,334	233,534
	Total Base Cost (A+B)	28,457,505	6,061,430	6,808,650	6,321,729	5,086,575	2,832,348	889,739	457,034
	C. Contingencies								
1	Physical	1,574,311	318,811	373,170	353,480	298,422	163,168	46,612	20,649
2	Price	2,329,005	2,289	257,570	550,435	665,014	511,604	216,524	125,570
	Subtotal (C)	3,903,316	321,100	630,739	903,915	963,436	674,772	263,135	146,219
	Total Project Cost (A+B+C)	32,360,821	6,382,530	7,439,389	7,225,643	6,050,010	3,507,120	1,152,875	603,253

^a Includes ADB-financed secretarial staff and drivers for the PMU, PMU and IU travel and related costs for field inspection, and PMU and IU office supplies.

F. Funds Flow

91. This section describes Government-level grant processing through the National Treasury and the SESDP imprest account, administered by MOF to be opened at the Bank of Lao (BOL) for receipt of ADB grant funds. MOE submits withdrawal documents to MOF who authorizes release to MOE.

92. Article 17 of Law on State Budget (amended version on 26/12/06) states that Grant is a revenue source of State Budget. The grant will be processed through National Treasury, MOF. MOF Decree No. 0723/MOF dated 20 April 2010 describes the responsibility for document inspection on state budget expense through national treasury system. National Treasury Department, MOF is preparing instruction on compilation and inspection of expense documents through national treasury system. Section IV of the instruction describes required documents for financial document processing on the expense of grant and loan, which includes expenses on salary and allowances, official trip, training, and seminar within the country and outside the country; procurement and maintenance; and imprest account replenishment. The document will be the guideline for document processing for funds flow at the MOF.

93. The following paragraphs and figures describe in outline the proposed fund flows, accounting and financial reporting for direct payments, project management; and the stipend schemes and access grants.

Proposed Funds Flow/Accounting/Financial Reporting for Direct Payments

94. PMU collects invoices, inspects and prepares payment document, the project director reviews and submits withdrawal applications to (DOF), MOE for approval, then requests approval from MOF (External Finance Department) before submission to ADB. Funds flow from ADB directly to supplier or contractor upon instruction of payment from project director (with approval from DOF, MOE, MOF, and ADB). Direct payment eligibility includes large procurement of civil works, furniture and equipment, textbook and teaching guide printing etc. Accounting record is prepared at DOF. The procedures start from PMU compiling receipt certificates from the suppliers or contractors. PMU then reports through the project director the expenses to DOF for account administration, DOF generates financial report of MOF and ADB (see Figure 1).

Proposed Funds Flow/Accounting/Financial Reporting for Project Management

95. PMU creates and submits withdrawal application through the project director to DOF, MOE for approval, then requests approval from MOF before submission to ADB. Funds flow from ADB to BOL for the Imprest Account. Funds are transferred to suppliers, contractors, or service providers from the Imprest Account at BOL upon instruction of payment from PMU through the project director (with approval from DOF, MOE, and MOF). Accounting records are prepared at DOF. The procedures start from PMU compiling receipt certificates from the suppliers or contractors. PMU then reports to the project director the expenses to DOF for account administration. DOF generates financial report to MOF and ADB (see Figure 2)

Proposed Funds Flow/Accounting/Financial Reporting for the Stipend Schemes and Access Grants

96. PMU creates and submits withdrawal applications through the project director to DOF, MOE for approval, then requests approval from MOF before submission to ADB. Funds flow from ADB to BOL (Imprest Account). Funds are transferred directly from Imprest Account to school accounts, established at a nearby (typically district-level) bank, upon instruction from PMU through the project director (with approval from DOF, MOE, MOF, and

ADB). In the case of the stipend funds, each school will account for the payments to students. Accounting record is prepared at DOF. The procedures start from students and schools signing receipts and submitting them to PMU. PMU compiles expense report through the project director of DOF for account administration. DOF generates financial report to MOF and ADB (see Figure 3).

97. The basis on which the funds will be disbursed to the school accounts, and monitoring mechanisms to ensure such funds are getting to the intended recipients, will be clearly set out in the manuals that will be prepared for the management of the stipend and the access grant programs. The manuals will also include samples of the necessary documents to support the transfers to schools/students and confirm who will return them. Training will also be provided in these areas as set out in the Project Description (1B2,1B4, 1C3, 1C6).

V. FINANCIAL MANAGEMENT

A. Financial Management Assessment

98. The purpose of the Financial Management Assessment (FMA) was to review and assess the EA's financial management including financial report, accounting, auditing internal control, disbursement pace, and cash flow management. The FMA also focused on adequacy management of the project transactions, regular record of and reliable financial statements, update the asset inventory and financial audit management. A comprehensive FMA was undertaken for the Second Education Development Project (EDP2), EFA/FTI Catalytic Fund, in November 2010 as well as an FMA completed for the Strengthening Technical Vocational Education and Training Project (Project Number 42278). Both FMA found MOE financial management adequate but identified need to increase staffing, particularly with accounting qualifications, in the MOE Department of Finance (DOF). The Accounting Division (DOF) has been expanded from eight to 14 staff, of whom 12 have at least a Bachelor degree and one a Masters degree in Finance (including Budget Accounting).

99. For SESDP, financial management training for DOF staff and PMU accounting officer will be undertaken in the inception period (or in the project's first 12 months of implementation). Funds from Output 3B1 could be utilized to support such training. Findings of the financial management assessment are in Appendix 14.

B. Disbursement

100. The Loan and grant proceeds will be disbursed in accordance with ADB's *Loan Disbursement Handbook* (2007, as amended from time to time),¹⁴ and detailed arrangements agreed upon between the Government and ADB.

101. Pursuant to ADB's Safeguard Policy Statement (2009) (SPS),¹⁵ ADB funds may not be applied to the activities described on the ADB Prohibited Investment Activities List set forth at Appendix 5 of the SPS. All financial institutions will ensure that their investments are in compliance with applicable national laws and regulations and will apply the prohibited investment activities list to subprojects financed by ADB.

102. **Withdrawal of Loan Proceeds:** The proceeds of the program loan will be disbursed in accordance with provisions of ADB's *Simplification of Disbursement Procedures and*

¹⁴ Available at: [http://www.adb.org/Documents/Handbooks/Loan Disbursement/loan-disbursement-final.pdf](http://www.adb.org/Documents/Handbooks/Loan%20Disbursement/loan-disbursement-final.pdf)

¹⁵ Available at: <http://www.adb.org/Documents/Policies/Safeguards/Safeguard-Policy-Statement-June2009.pdf>

*Related Requirements for Program Loans.*¹⁶ An application for withdrawal from the loan account will be submitted to ADB by MOF, with a certificate confirming that the value of eligible imports is expected to be equal to or greater than the amount of the loan expected to be disbursed during such year. Experts will be appointed by ADB to verify the value of eligible imports during the period MOF has certified the value of eligible imports in the withdrawal application. Prior to submitting the first withdrawal application, MOF should nominate an account at the Bank of Lao PDR into which all withdrawals from the loan account will be deposited. The deposit account should be established, managed, and liquidated in accordance with terms and conditions satisfactory to ADB.

103. **Conditions for Withdrawals from Loan Account.** No withdrawals will be made from the loan account for the first tranche unless ADB is satisfied, after consultation with MOE, that (i) sufficient progress has been achieved by MOE in carrying out the Program; and (ii) MOE has met the conditions for the release of the first tranche specified in the Loan Agreement (Attachment 2). No withdrawals will also be made from the loan account for the second tranche unless ADB is satisfied that (i) sufficient progress has been achieved by MOE in carrying out the Program; (ii) the conditions that were met for the release of the first tranche continue to be complied with by MOE; and (iii) MOE has met the conditions for the release of the second tranche specified in the Loan Agreement (Attachment 3).

Imprest Account

104. To speed up project implementation, the Government will establish a dollar imprest account at BOL. The maximum ceiling of the imprest account will not exceed the estimated ADB-financed expenditures to be paid from the imprest account for the next 6 months or 10% of the respective grant amount, whichever ever will be lower. The request for an initial advance to the imprest account should be accompanied by an Estimate of Expenditure Sheet¹⁷ setting out the estimated expenditures for the first six (6) months of project implementation, and submission of evidence satisfactory to ADB that the imprest account has been duly opened. For every liquidation and replenishment request with respect to the imprest accounts, the Recipient will furnish to ADB (a) Statement of Account (Bank Statement) where the imprest account is maintained, and (b) the Imprest Account Reconciliation Statement (IARS) reconciling the above mentioned bank statement against the Executing Agency's (MOE) records.¹⁸

105. The statement-of-expenditure (SOE) procedure will be used when seeking reimbursement of eligible expenditures and liquidating advances made into the imprest account in accordance with the Loan Disbursement Handbook. Each payment to be reimbursed or liquidated under the SOE will not exceed the equivalent of \$50,000. Individual payments in excess of the SOE ceiling should be supported by submission of full supporting documentation. SOE records and supporting documents should be maintained at the PMU office and made readily available for review by ADB's disbursement and review mission, or upon ADB's request for submission of supporting documents on a sampling basis, and for independent audit.¹⁹

¹⁶ ADB. 1998. *Simplification of Disbursement Procedures and Related Requirements for Program Loans*. Manila.

¹⁷ Available in Appendix 29 of the *Loan Disbursement Handbook*. As stipend and access grant programs are expected to commence in or after SY2013/14, these will not be included in the request for the initial impress account advance. Mid-project, funding of stipends and access grants from the imprest account will be subject to prior approval of related guidelines.

¹⁸ This will follow the format provided in Appendix 20 of the *Loan Disbursement Handbook*. The grant may finance bank charges.

¹⁹ Checklist for SOE procedures and formats are available at:

http://www.adb.org/documents/handbooks/loan_disbursement/chap-09.pdf

http://www.adb.org/documents/handbooks/loan_disbursement/SOE-Contracts-100-Below.xls

http://www.adb.org/documents/handbooks/loan_disbursement/SOE-Contracts-Over-100.xls

106. Before the submission of the first withdrawal application, MOE should submit to ADB sufficient evidence of the authority of the person(s) who will sign the withdrawal applications on behalf of the recipient, together with the authenticated specimen signatures of each authorized person. The minimum value per withdrawal application is US\$100,000, unless otherwise approved by ADB. MOE is to consolidate claims to meet this limit for reimbursement and imprest account claims. Withdrawal applications and supporting documents will demonstrate, among other things, that the goods, and/or services were produced in or from ADB members, and are eligible for ADB financing.

Conditions for Disbursement to Secondary Student Stipend (SSGP) and Secondary Access Grant Program (SAGP)

107. As set down in the Grant Agreement (Schedule 2, para. 6), (i) no disbursement shall be made for SSSP or SAGP unless MOE has approved the related guidelines, based on joint review with ADB.

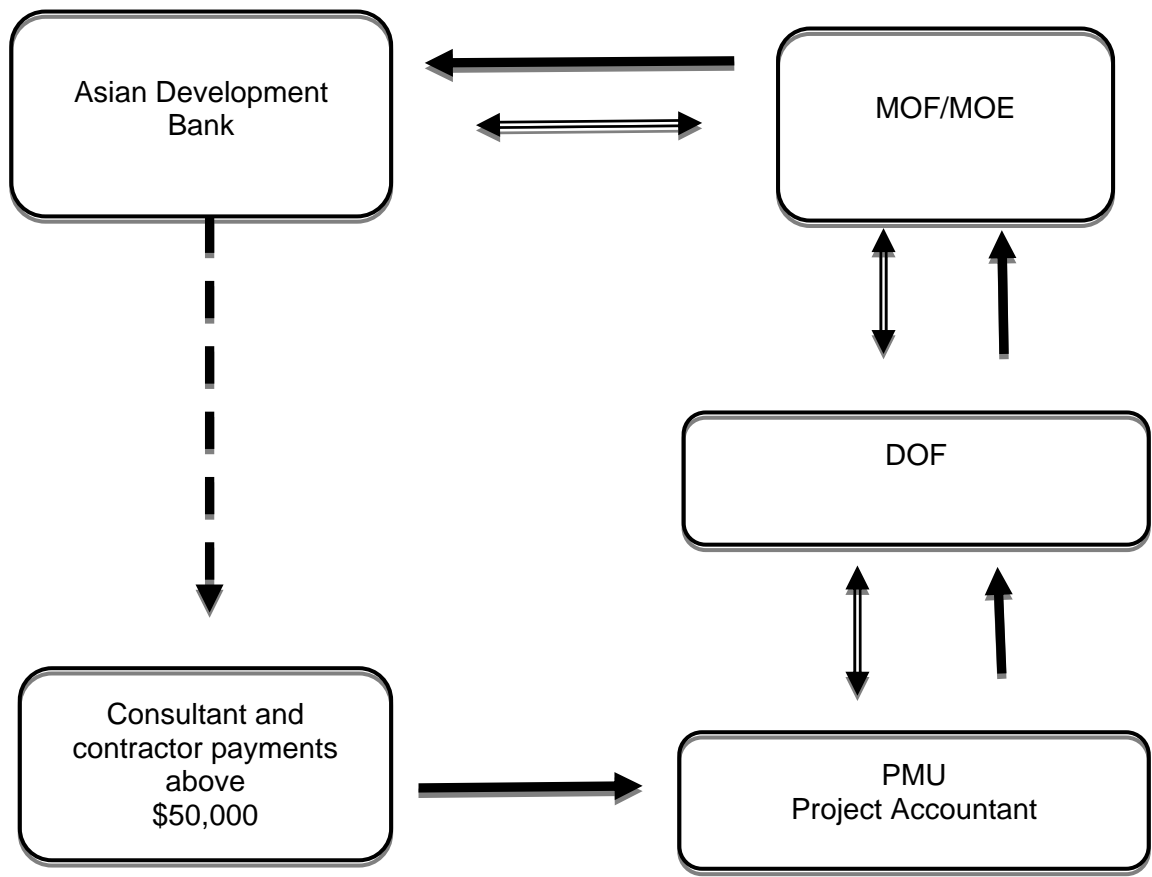
C. Accounting

108. MOE will maintain separate project accounts and records by funding source for all expenditures incurred on the project. PIUs and implementing agencies will maintain separate project accounts and records. Project accounting will follow international accounting principles and practices.

D. Auditing

109. MOE will cause the detailed consolidated project accounts to be audited in accordance with International Standards on Auditing and/or in accordance with the Government's audit regulations by an auditor acceptable to ADB. The auditor's services will be financed from the grant proceeds. The audited project accounts (APA) will be submitted in the English language to ADB within 9 months of the end of the fiscal year by the executing agency. The 9-month period is deemed appropriate in view of the need for auditors to visit localities distributed across large geographic areas, many of which are in remote areas and are difficult to access during certain seasons. Nonetheless, MOE will make all due efforts to facilitate APA preparation and submission as soon as possible. The annual audit report will include a separate audit opinion on the use of the imprest accounts, and the SOE procedures. The Government and MOE have been made aware of ADB's policy on delayed submission, and the requirements for satisfactory and acceptable quality of the audited accounts. ADB reserves the right to verify the project's financial accounts to confirm that the share of ADB's financing is used in accordance with ADB's policies and procedures.

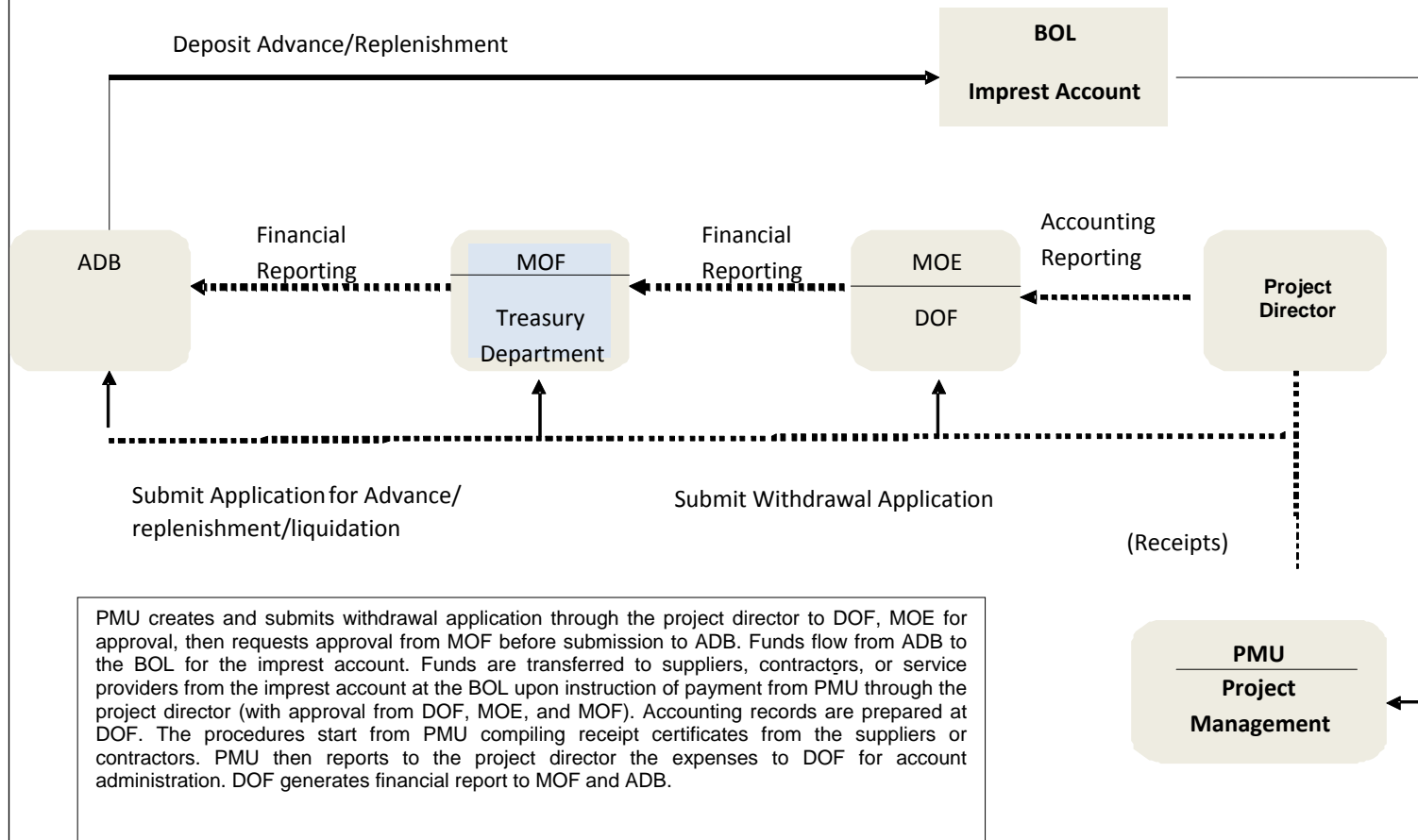
Figure 1 Flow of Funds and Reporting for Direct Payments



Note:

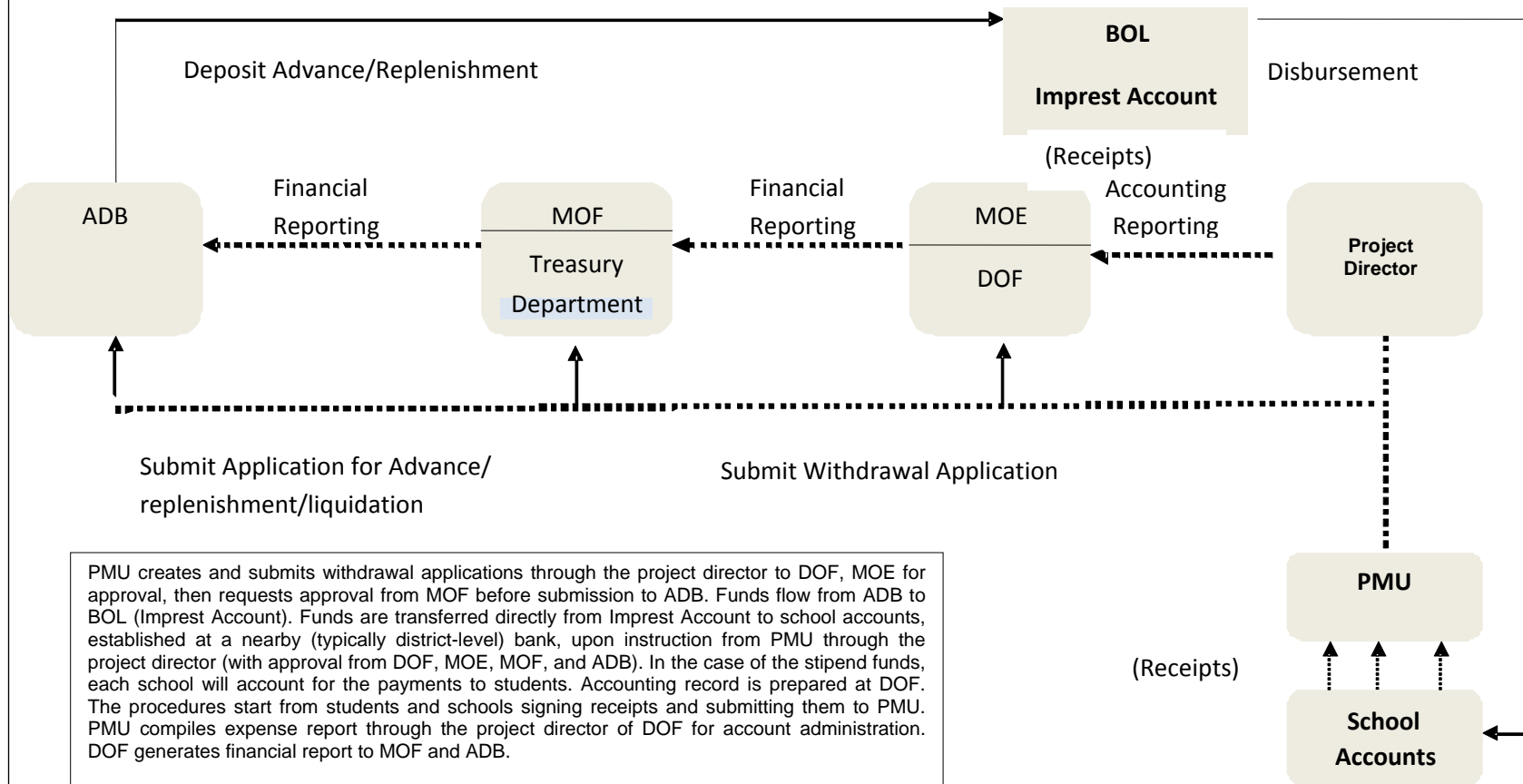
- Flow of funding request forms
- Flow of funds to consultant or contractor
- Funding request review/endorsement

Figure 2. Proposed Funds Flow to Project Management, with Accountability and Reporting Arrangements



PMU creates and submits withdrawal application through the project director to DOF, MOE for approval, then requests approval from MOF before submission to ADB. Funds flow from ADB to the BOL for the imprest account. Funds are transferred to suppliers, contractors, or service providers from the imprest account at the BOL upon instruction of payment from PMU through the project director (with approval from DOF, MOE, and MOF). Accounting records are prepared at DOF. The procedures start from PMU compiling receipt certificates from the suppliers or contractors. PMU then reports to the project director the expenses to DOF for account administration. DOF generates financial report to MOF and ADB.

Figure 3. Proposed Funds Flow for the Stipend Schemes and Access Grants, with Accountability and Reporting Arrangements



VI. PROCUREMENT AND CONSULTING SERVICES

A. Advance Contracting

110. All advance contracting would be undertaken in conformity with ADB's *Procurement Guidelines* (April 2010, as amended from time to time) and ADB's *Guidelines on the Use of Consultants by ADB and its Borrowers* (April 2010, as amended from time to time).²⁰ The issuance of invitations to bid under advance contracting would be subject to ADB approval.

111. **Advance contracting.** To expedite project implementation, the Lao PDR government may request ADB to approve advance contracting, which include the recruitment of consultants and procurement of goods and works. Advance contracting would include (i) prequalification of contractors, tendering, and bid evaluation for civil works contract packages; (ii) preparation of tender documents for the procurement of materials and equipment; (iii) award of contracts; (iv) recruitment of consultants; and (v) finalization of requests for proposal, based on final design and detailed measurement survey to be submitted to ADB for review and approval prior to award of civil works contracts. The issuance of invitations to bid under advance procurement action would be subject to ADB approval.

112. The Government would be advised that approval of advance contracting does not commit ADB to finance the project.

A. Procurement of Goods, Works and Consulting Services

113. All procurement of goods and works to be financed under the grant will be undertaken in accordance with ADB's *Procurement Guidelines*,²¹ (2010, as amended from time to time) and the procurement plan prepared and agreed between the Government and ADB.

114. Under the project, international competitive bidding (ICB) procedures will be used for civil works contracts estimated to cost \$1,500,000 or more, and supply contracts valued at \$500,000. Contracts for works of more than \$100,000 but less than \$1,500,000 will follow national competitive bidding (NCB) procedures. Supply contracts for goods estimated below \$500,000 but above \$100,000 will be awarded on the basis of NCB. Items costing \$100,000 or less will be procured through shopping.

115. Before the start of any procurement, ADB and the Government will review the public procurement laws of the central and state governments to ensure consistency with ADB's *Procurement Guidelines*.

116. An 18-month procurement plan indicating threshold and review procedures, goods, works, and consulting service contract packages and national competitive bidding guidelines are in Section C.

117. All consultants will be recruited according to ADB's *Guidelines on the Use of Consultants*.²² The terms of reference for all consulting services are detailed in Appendix 15 and their scheduling is outlined in Appendix 16.

²⁰ Available at: <http://www.adb.org/Documents/Guidelines/Consulting/Guidelines-Consultants.pdf>

²¹ Available at: <http://www.adb.org/Documents/Guidelines/Procurement/Guidelines-Procurement.pdf>

Area of Expertise of International and/or National Consultant(s)	person months	
	International	National
Secondary Education Management / Team Leader and Deputy Team Leader	48	75
Upper Secondary School Architectural Design	2	
Upper Secondary School Design (Architect)		6
Civil Works Coordinator		42
Access-Enhancing Stipends and School Grant Schemes	4	
Stipend and Access Grant Coordinator		24
Gender and Social Development	6	30
Teacher Education and Training Systems	19.5	27
Quality Assurance in Teacher Education	3	3
Teacher Recruitment, Deployment, and Performance Monitoring	7.5	9
Low-cost ICT-based Materials Development for Educators	10	12
Textbook Policy Development	4	6
Textbook and Teacher Guide Procurement		6
Upper Secondary Curriculum Materials Development - Foreign Language	4	8
Upper Secondary Curriculum Materials Development - Mathematics		6
Upper Secondary Curriculum Materials Development - Science	4	10
Upper Secondary Curriculum Materials Development - Social Sciences	4	6
Instructional Materials Procurement	2	3
Secondary School Student Assessment	9	11
School Network Mapping	6	4
Social Marketing and Communication	4	12
Private Sector Mobilization in Education	4	4
ICT-for Education Policy and Strategy	4	12
Education M&E	6	24
Total	151	340
Professional-Level Local Contract Staff		
Project Finance Officer		84
Project Procurement Officer		60
Project Monitoring and Reporting Officer		84
Short-term curriculum developers (indicatively 10 persons) for pre-service training		20
Total		248

118. To support project implementation, a firm will be engaged to provide 151 person-months of international consultant inputs and 340 person-months of national consultant inputs. The consulting firm will be engaged using the quality- and cost-based selection (QCBS) method with a standard quality cost ratio of 80:20. Full technical proposals (FTPs) will be required for submission; shortlisted consultants allowed 45 days to prepare FTPs. The 248 person-months of professional-level contractual staff will be recruited directly by the PMU, with prior review and approval of ADB (see details in the Procurement Plan).

119. An indicative list of civil works, furniture, equipment and instructional materials to be procured is in Appendix 17. The proposed civil works schedule is in Appendix 4, and the proposed textbook and teaching guide printing, packaging and delivery schedule is in Appendix 9.

120. A procurement capacity assessment is in PAM Appendix 18.

²² Checklists for actions required to contract consultants by method available in e-Handbook on Project implementation at: <http://www.adb.org/documents/handbooks/project-implementation/>

B. Procurement Plan

121. The procurement plan is prepared in accordance with COSO generic or country specific templates as appropriate

Project Name: Secondary Education Sector Development Program (SESDP, formerly BESDP II)

Country: Lao PDR

Executing Agency: Department of Secondary Education, Ministry of Education

Grant Amount: USD 30 million

Grant Number: <<td>>

Date of First Procurement Plan:
24 May 2011 (draft for Fact-finding MOU)

Date of this Procurement Plan:
15 July 2011

A. Process Thresholds, Review and 18-Month Procurement Plan

1. Project Procurement Thresholds

Except as the Asian Development Bank (ADB) may otherwise agree, the following process thresholds shall apply to procurement of goods and works.

Procurement of Goods and Works

Method	Threshold
International Competitive Bidding (ICB) for Works	Above \$1,500,000
International Competitive Bidding for Goods	Above \$500,000
National Competitive Bidding (NCB) for Works	Below \$1,500,000 and above \$100,000
National Competitive Bidding for Goods	Below \$500,000 and above \$100,000
Shopping for Works	Below \$100,000
Shopping for Goods	Below \$100,000

2. ADB Prior or Post Review

Except as ADB may otherwise agree, the following prior to post review requirements apply to the various procurement and consultant recruitment methods used for the project.²³

²³ Available at <http://www.adb.org/Documents/Guidelines/Procurement/Guidelines-Procurement.pdf> (Appendix 1) and at <http://www.adb.org/Documents/Guidelines/Consulting/Guidelines-Consultants.pdf>. (para. 1.16)

Procurement Method	Prior or Post	Comments
Procurement of Goods and Works		
ICB Works ICB Goods	Prior Prior	Prior review of all bidding documents
NCB Works NCB Goods	Prior/Post Prior/Post	The first two contracts in English language version for each NCB/Shopping goods and works will be reviewed using prior review procedure. Following that, post review will be used.
Shopping for Works Shopping for Goods	Prior/Post Prior/Post	ADB-approved procurement documents will be used as a model for subsequent procurement.
Recruitment of Consulting Firms		
Consultants' Qualifications Selection (CQS)		Prior review for first two packages
Quality- and Cost-Based Selection (QCBS)		Prior review for all contracts
Recruitment of Local Contractual Staff		
Local contractual Staff	Prior	DSE/MOE selects, negotiates and manages the contract with prior review and approval of ADB.

ADB=Asian Development Bank, ICB=international competitive bidding, MOE=Ministry of Education, NCB=national competitive bidding, Q=quarter, DSE=Department of Secondary Education

3. Goods and Works Contracts Estimated to Cost More Than \$1 Million

122. The following table lists goods and works contracts for which procurement activity is either ongoing or expected to commence within the next 18 months.

General Description	Contract Value (\$)	Number of Contracts	Prequalification of Bidders	Procurement Method	Advertisement Date
Instructional materials					
Printing of textbooks and teaching guides in Year 1 (2012), to support introduction of M3 and M5 (first edition) curricula	1,706,700 ^a	1	N	ICB	Q1, 2012
Printing of textbooks and teaching guides in Year 2 (2013), to support introduction of M4 curriculum	1,455,800 ^b	1	N	ICB	Q1, 2013

^a Includes \$11,100 for M3-M7 instructional materials for TEI and FOE

^b Includes \$21,534 for miscellaneous instructional materials

ICB = international competitive bidding, NCB = national competitive bidding, Q = quarter, N = no.

4. Consulting Services, Contractual Staff, and Outsourced M&E

The following tables list contracts for formal consultants (including technical consultants and professional-level contractual services to support implementation), as well as contractual administrative and general staff (secretarial support and drivers) to support the PMU, and outsourced M&E activities for which procurement activity is expected to commence within the next 18 months.²⁴

4A Contracts Estimated to Cost More Than \$100,000

General Description	Cumulative Contract Value (\$)	Recruitment Method	Advertisement Date	International or National Assignment	Comments
Consulting services for SESDP implementation	5,313,500	QCBS 80:20	Q4, 2011	International/national	(a) 151 person-months of international consultants, and (b) 340 person-months of national consultants
Locally contracted professionals for SESDP implementation ²⁵	427,500	ICS	Q4, 2011	National	228 person-months of locally contracted personnel at professional grade.
Impact Assessment Study	198,000	CQS	tbd	International/national	

QCBS = quality- and cost-based selection, CQS = consultants' selection qualification, tbd = to be decided.

4B Contracts Each Estimated to Cost Less Than \$100,000

General Description ²⁶	Cumulative Contract Value (\$)	Recruitment Method	Advertisement Date	International or National Assignment	Comments
Outsourced periodic M&E studies and surveys	214,500	CQS	tbd	National	4 types of activities, each below \$85,000: (a) graduate teacher placement scheme pilot, (b) school construction assessment surveys, (c) local school/student surveys; and (d) annual audits,
Short-term local	65,000	ICS	Q4, 2011	National	20 person-months

²⁴ Contractual staff to support the PMU and outsourced M&E activities are presented in the Allocation Table and under Project Management.

²⁵ It is foreseen that there will be 3 contracts for locally contracted professionals (1 project finance officer, 1 project procurement officer and 1 project monitoring and reporting officer).

²⁶ It is foreseen that there will be 4 contracts for outsourced studies and surveys (excluding the impact evaluation), and 3 contracts for 1 locally contracted project administrative support officer and 2 drivers to support the PMU.

curriculum developers for pre-service training					(indicatively 10 persons)
Locally contracted administrative and general staff for SEDP implementation	270,900	ICS	Q4, 2011	National	84 person-months of administrative staff (1) and 168 person-months of general staff (2 drivers)

5. Goods and Works Contracts Estimated to Cost Less than \$1 Million

123. The following table groups smaller-value goods, works and consulting services contracts for which procurement activity is either ongoing or expected to commence within the next 18 months.

General Description	Value of Contracts (Cumulative) \$	Number of contracts	Procurement/recruitment method	Comments
Works				
Construction of thirty (30) new LSE schools, and fifteen (15) new USE classroom blocks, complete with site preparation, water and electricity connections, fixtures and fittings, but without furnishings. In addition seventy five (75) basic dormitory constructions, forty five (45) on the same sites (30+15) plus an additional thirty (30) LSE sites to be decided	5,577,600 ^a	15 ^b	NCB	
Furniture and Equipment (Goods)				
Classroom, laboratory and teachers' room furniture for the thirty (30) newly constructed LSE schools and the fifteen (15) newly constructed USE classroom blocks	628,500	3 ^c	NCB	
Science equipment kits for use in forty five (45) new schools TEI and FOE to support teacher training in the new M3 M7 curricula	489,200	1	NCB	
Physical education kits for use in forty five (45) new schools	40,400	1 ^d	NCB	
Arts/music kits for use in forty five(45) new schools	66,200	1 ^e	NCB	
Library materials for use in forty	302,300	1	NCB	

five(45) new schools and 13 TEI and FOE				
Office equipment packages	219,100	1	NCB	
ICT equipment and materials	710,000	3	NCB	
Project vehicles	112,400	1	UNOPS or NCB	
Motorcycles for DEB	59,700	1	Shopping	

^a In total the number of contracts and their value to be decided when the location and siting of the school buildings have been determined, and the most economical and logistical groupings of schools can be assessed.

^b Once the sites have been located, the preference is for contracts to be awarded on a local basis, with the actual number and disposition of contracts to be determined by the project officers, based on their assessment of the optimum strategic grouping of sites according to their access from main roads, proximity to one another, etc. Preliminary information indicates that around 15 contracts will be awarded, none of which would exceed \$ 1 million nor fall below \$100,000.

^c Depending on the location and siting of schools, and their most cost-effective grouping, but with the view to achieving some economies of scale, preliminary indications are that regional (north, central and south) contracting would be appropriate, where no one contract would exceed \$500,000, nor fall below \$100,000

^{d, e} Even though the value of this contract is below the NCB threshold, because it is a specialized package, it is recommended that the most effective method of procurement is through 1 contract, awarded through NCB.

Distribution of textbooks and teaching guides to DEB				
Distribution of textbooks and teaching guides in Year 1 (2012), to support introduction of M3 and M5 (first edition) curricula	90,800	1	N	Shopping or direct contracting
Distribution of textbooks and teaching guides in Year 2 (2013), to support introduction of M4 curriculum	66,000	1	N	Shopping or direct contracting

ICB=International Competitive Bidding, NCB=National Competitive Bidding, Y=yes, N=no, tbd=to be decided

Note: Indicative procurements to commence at later stages in the project, and subject to further discussion and revision."

C. National Competitive Bidding

1. General

124. The procedures to be followed for National Competitive Bidding (NCB) shall be those set forth for "Public Bidding" in Prime Minister's Decree No. 03/PM of the Lao PDR, effective 09 January 2004, and Implementing Rules and Regulations effective 12 March 2004, with the clarifications and modifications described in the following paragraphs required for compliance with the provisions of the Procurement Guidelines.

2. Application

125. Contract packages subject to NCB procedures will be those identified as such in the project Procurement Plan. Any changes to the mode of procurement from those provided in the Procurement Plan shall be made through updating of the Procurement Plan, and only with prior approval of ADB.

3. Eligibility

126. Bidders shall not be declared ineligible or prohibited from bidding on the basis of barring procedures or sanction lists, except individuals and firms sanctioned by ADB, without prior approval of ADB.

4. Advertising

127. Bidding of NCB contracts estimated at \$500,000 or more for goods and related services of \$1,000,000 or more for civil works shall be advertised on ADB's website via the posting of the Procurement Plan.

5. Procurement Documents

128. The standard procurement documents provided with Ministry of Finance, Procurement Monitoring Office shall be used to the extent possible. The first draft English language version of the procurement documents shall be submitted for ADB review and approval, regardless of the estimated contract amount, in accordance with agreed review procedures (post and prior review). The ADB-approved procurement documents will then be used as a model for all procurement financed by ADB for the project, and need not be subjected to further review unless specified in the procurement plan.

6. Preferences

- (i) No preference of any kind shall be given to domestic bidders or for domestically manufactured goods.
- (ii) Suppliers and contractors shall not be required to purchase local goods or supplies or materials.

7. Rejection of all Bids and Rebidding

129. Bids shall not be rejected and new bids solicited without ADB's prior concurrence.

8. National Sanctions List

130. National sanctions lists may be applied only with prior approval of ADB.

9. Corruption Policy

131. A bidder declared ineligible by ADB, based on a determination by ADB that the bidder has engaged in corrupt, fraudulent, collusive, or coercive practices in competing for or in executing and ADB-financed contract shall be ineligible to be awarded ADB-financed contract during the period determined by ADB.

10. Disclosure of Decisions on Contract Awards

132. At the same time that notification on award of contract is given to the successful bidder, the results of the bid evaluation shall be published in a local newspaper or well-known freely accessible website identifying the bid and lot numbers and providing information on (i) name of

each Bidder who submitted a Bid, (ii) bid prices as read out at bid opening, (iii) name of bidders whose bids were rejected and the reasons for their rejection, (iv) name of the winning Bidder, and the price it offered, as well as the duration and summary scope of the contract awarded;. The executing agency/implementing agency shall respond in writing to unsuccessful bidders who seek explanation on the grounds on which their bids are not selected.

11. Member Country Restrictions

133. Bidders must be nationals of member countries of ADB, and offered goods, works and services must be produced in and supplied from member countries of ADB.

VII. SAFEGUARDS

134. The policy loan and project grant address access and equity issues related to lower secondary education for ethnic groups in Lao PDR. Of the 30 districts selected for LSE delivery in the project grant, 20 districts have a majority ethnic group population.

135. The ADB involuntary resettlement category is C with SESDP including small-scale construction of lower secondary schools and upper secondary facilities. All sites are expected to be on government-owned land. The identification of 30 districts in which lower secondary schools will be built was carried out during the PPTA using two government measures, educational disadvantaged and poorest. The identification of sites for upper secondary education will be determined during the implementation of the Program.

136. The SESDP only includes small-scale construction, and all buildings are expected to be on government-owned land and situated in non-sensitive areas. The ADB environment category is C.

137. The ADB ethnic group categorization is B, as the SESDP is expected to have no adverse impact, while substantially benefiting ethnic groups. The Project will target poor, largely ethnic group areas for provision of schools/classrooms, school-level grants, and stipends to poor students (especially ethnic group girls). Both SESDP's policy loan and project grant focus on addressing access and equity issues related to children from poor ethnic groups, particularly girls. Of the 30 districts targeted under output 1 of the project, 20 have a majority of ethnic group (EG) population.²⁷

138. An Ethnic Group Plan (EGP) has been prepared in order to (i) outline the potential impacts of the Program (particularly the project) on ethnic groups, (ii) specify actions to address the impacts, and (iii) help improve the distribution of benefits to ethnic groups (see also Appendix 19). The EGP supports integration of ethnic groups' needs and interests into each of the project outputs, ensures effective participation and access to the benefits of the project. It outlines anticipated positive and negative effects and recommendations to enhance/mitigate impacts. Where impacts on ethnic groups are positive, measures are identified to enhance and ensure equitable sharing of benefits. Where impacts are potentially negative, appropriate mitigation measures are identified. Key features of the EGP include: (i) targets of 80% of

²⁷ By broad grouping of the majority population, 16 districts are Mon-Khmer, 1 is Hmong-Mien, and 3 are Sino-Tibetan, while 4 are predominantly Lao-Tai and the rest have sizeable shares of Lao-Tai and ethnic group populations.

dormitory spaces, stipend, remedial learning opportunities, school development grants for poor ethnic students to support transition from primary grade 5 to LSE grade 6 and completion of LSE; (ii) policy triggers to encourage ethnic group students graduating from grade 12 to move into teacher training; (iii) targets for ethnic group participation in in-service training and training of master trainers; (iv) a target of at least 80% participation in the new graduate teacher placement scheme and teacher upgrade grants by ethnic group teachers; (v) development of all materials under the project to integrate ethnicity sensitivity and (vi) ensure that institutional analysis of SES and in-depth LSE needs assessment and school network mapping procedures include ethnic group issues and criteria.

INDIGENOUS PEOPLES PLAN (ETHNIC GROUP PLAN)²⁸

Incorporating analysis in Appendix 19, the ethnic group plan (EGP) is presented below. The EGP shall be carefully implemented and closely monitored throughout the project.

Project Output	Anticipated Positive Effect	Anticipated Negative Effect	Proposed measures to mitigate impact (by output and sub-output)
Output 1: Expanded access to secondary education	Better access of ethnic groups to SESDP	Ethnic groups excluded due to lack of knowledge on SESDP and stipend / grant funding opportunities, and a lack of targeting.	<p>1A. Ensure that site location for all LSE construction prioritizes areas with low EG enrolment.</p> <p>1B. Ensure that a rigorous baseline study is conducted in all target districts, including analysis of EG issues.</p> <p>1B. Publicise stipend schemes, remedial learning, accommodation support, etc., provided by the project to promote enrolment of children from EG; disseminate information in ethnic language and through local media and channels accessed by EGs</p> <p>1B and 1C. Ensure that ethnic students are given preferential access for SESDP-constructed dormitory spaces, with at least 80% of dormitory spaces are reserved for poor ethnic students in areas where EG are a majority.</p> <p>1C. Ensure that 80% of each of LSE and USE stipends and remedial learning opportunities are allocated for poor ethnic students.</p> <p>1C. Under the access grant program, ensure that the guidelines, capacity building for pupil-parent associations (PPAs), proposal submission and review procedures, and monitoring provide for clear prioritization of support for access and learning outcomes for poor and ethnic students.</p>
Output 2 Improved delivery of new secondary education curricula	Ethnic groups benefited by increased quality of SESDP training and curriculum development	Ethnic group excluded from SESDP due to lack of knowledge and interest; lack of sensitivity of curriculum and from teacher training and	<p>2A. Ensure that (i) annual TEI reports include EG analyses of staff enrolment and student achievement; and (ii) all institutional review plans include strategies to increase EG grade 12 graduates entering teacher training.²⁹</p> <p>2A. Ensure EG teachers receive preferential access to in-service teacher training, with at least 50% of ethnic LSE and USE teachers nationwide receiving at least 1 round of training during the Project period.</p> <p>2A. Target at least 80% of graduate teacher placement support (25) and teacher upgrade grants (10) to EG teachers.</p>

²⁸ In Lao PDR, “ethnic groups” is the official term used to describe what are often referred to as “indigenous peoples” in other countries.

²⁹ Presently, of 1,621 recorded secondary teachers in the 26 of the 30 districts with data for SY2009/10, more than 80% are Lao-Tai, with 14% in the Mon-Khmer grouping, 5% Hmong-Mien, and 1% Sino-Tibetan.

		development initiatives	<p>2B. Ensure that all M3-M7 textbooks, teachers' guides, student assessment techniques, and information and communication technology (ICT) multi-media resources (e.g., radio, TV, and DVDs) are sensitive to ethnicity (and disability), including positive images.</p> <p>2B. Include module to build awareness on EG issues in education in capacity building workshops for curriculum developers, including ICT-based materials</p> <p>2E. Ensure ethnic group analysis of national examination and assessment of student learning outcomes (ASLO) results is conducted</p>
Output 3: Strengthened secondary education subsector management	<p>Ethnic groups benefited by increased social marketing and decentralized training of education managers, and school principals</p> <p>Increased community representation and participation</p>	Ethnic groups excluded from these opportunities	<p>3A. Ensure institutional analysis of SES and in-depth LSE needs assessment and school network mapping procedures include EG issues and criteria.</p> <p>3B. Prioritize EG participation in all management training programs (to be measured as share of EG participation vis-à-vis EG in those positions).</p> <ul style="list-style-type: none"> • Capacity building programs 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. • 3B. Within the multi-modal capacity building program for education sector staff, include advocacy and interventions to increase ethnic group representation in school management positions. • 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. <p>3C. Prioritize EG participation in all PPAs, with, at least 50% EG representation in communities with EG majority.</p> <p>3D. The project M&E framework will incorporate M&E for EG Plan.</p> <p>3D. All M&E and impact evaluation study on stipends to report on sex and ethnicity disaggregated data related to access, learning outcomes and other SE indicators.</p> <p>3E. Train all PMU staff on ethnicity issues.</p>

139. **Implementation Arrangements.** The Project Director and PMU will be responsible for ensuring EGP implementation, in close cooperation with MOE's Inclusive Education Center (IEC) and other relevant units. As part of its broader role of promoting equitable access in education, IEC will serve as implementing unit (IU) to oversee the implementation of the LSE and USE stipend programs, and will also ensure close coordination with the Lao National Commission for the Advancement of Women, Lao Women's Union, and Lao Front for National Construction. The MOE Department of Non-formal Education (DNFE) will serve as IU for the access grant program and will work closely with IEC and other units to promote community level advocacy and equity promotion activities. International and national consultants will help integrate ethnic group concerns into SESDP activities, working closely with IEC, DNFE, and other IUs. Progress reports will provide data and analysis on the ethnicity-related aspects. The midterm review mission will consider review and identify any needed adjustments in this EGP.

VIII. GENDER AND SOCIAL DIMENSIONS

140. MOE has identified 56 districts as educationally disadvantaged and 2009/10 EMIS data have been mapped to both these sets of districts (GOL poverty status and 56 educationally disadvantaged). Reduced education opportunities for girls are apparent in both primary completion and the Grade 5 to Grade 6 transition to lower secondary school. In the poorest districts, the proportion of children in Grade 2 reaching Grade 5 is 59.5% compared with 72.9% in non-poor districts - and the difference for girls is even greater (57.3% versus 74.1%). For the poorest educationally disadvantaged districts, the disparity becomes even wider (51.5% for girls in poorest educationally disadvantaged districts versus 87.5% for girls in those "urban" districts not educationally disadvantaged).

141. A Summary Poverty Reduction and Social Strategy (SPRSS) has been prepared to identify potential target groups and beneficiaries (Appendix 20).

142. Specific interventions and procedures to promote participation by and benefits to women, the poor, ethnic groups, and other disadvantaged groups in initiatives to be supported under the Project are consolidated under the gender and ethnic group plans. The project gender action plan ensures that (i) site location prioritizes areas with low female enrolment and all school construction and upgrading of schools includes separate latrines for girls in separate locations; (ii) 50% of dormitory spaces, stipends, remedial learning opportunities, materials, school development grants are allocated for poor female students from remote areas; (iii) target 50% female participants in all pre-service and in-service teacher training for LS and US teachers; (iv) target at least 50% participation in the new graduate teacher placement scheme, teacher upgrade grants, and SPA support to female teachers and female SPAs, especially from ethnic groups; (v) prioritize female representation in all management training programs and support strategies: recruitment, training and mentoring programs for increasing women in school management positions; (vi) develop social marketing campaign for parents and community leaders to increase understanding of the positive benefits of SE for female students and promote female education in science as well as a strategy to provide recognition awards for districts with good practices in gender awareness raising and increasing access of female, especially from ethnic areas. SESDP civil works will uphold Core Labor Standards, thus providing further employment benefits.

143. Key gender issues that the Project will impact on include: financial factors such as the cost of clothing and school supplies; physical factors such as the distance to the nearest school, road access to school, and the existence of separate latrines for girls and boys; educational barriers such as the language of instruction, relevance of the school curriculum, poor quality of instruction, the limited number of ethnic group teachers, and socio-cultural barriers, for example, the level of parents' support, awareness of opportunities related to education, etc.

GENDER ACTION PLAN

144. Incorporating analysis in Appendix 21, the gender action plan (GAP) is presented below. The GAP shall be carefully implemented and closely monitored throughout the project.

Project Outputs	Actions (by output and sub-output)	Organization Responsible ³⁰
Output 1 Expanded access to secondary education	<p>1A. Ensure that all civil works (i) is based on site selection prioritizing areas with low female enrolment; (ii) includes separate toilets for girls in separate locations and ensures accessibility for disabled girls and boys (e.g., ramps); (iii) uses 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.</p> <p>1B. Publicise stipend schemes, remedial learning, accommodation support, etc., provided by the project to promote female enrolment in 30 target districts.</p> <p>1C. Ensure that 50% of the stipends and remedial learning opportunities are allocated for poor female students.³¹</p> <p>1C. Under the access grant program, ensure that the guidelines, capacity building for pupil-parent associations (PPAs), proposal submission and review procedures, and monitoring provide for clear prioritization of support for access and learning outcomes for girls and other disadvantaged children.</p> <p>1C. Ensure that at least 50% of dormitory spaces are reserved for poor female students and dormitories have separate toilets and facilities for males/females.</p> <ul style="list-style-type: none"> ▪ Provide briefing on safety and protection and reporting mechanisms to all students in project supported schools. ▪ Develop Code of Conduct training and integrate in training programs for PES/DEB officials, school managers, teachers, pupil/parent association, dormitory management/ staff, and surrounding communities. 	<p>PES, PUCDA, DEB, VEDC</p> <p>IEC,DOE Info Div, Prov. Info & Culture Service</p> <p>IEC, PPAs</p> <p>DNFE, PPAs</p> <p>PUCDA,DEB, PPA</p> <p>IEC, DNFE, PPAs, school heads</p> <p>DSE, DoP, IEC, TTIs</p>
Output 2 Improved delivery of new secondary education curricula	<p>2A. Ensure that the annual TTI reports include analyses of female and ethnic group staff and student achievement.</p> <ul style="list-style-type: none"> ▪ Ensure TTI pre-service SES curriculum addresses issues of Codes of Conduct including health and safety, counseling, reporting and monitoring procedures related to gender issues. ▪ Ensure that all institutional plans include strategies for increasing the number of female and ethnic group students and teaching staff, including female teachers for science subjects. <p>2A. Ensure 50% female participants in all pre-service and in-service teacher training for LSE and USE teachers.</p> <ul style="list-style-type: none"> ▪ Ensure that all female master trainers and SPAs are trained. ▪ Ensure that all TTI pre-service and in-service teacher training programs 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. <p>2A. Target at least 50% of graduate teacher placement support, teacher upgrade grants, and SPA support to female teachers and SPAs, especially from ethnic groups.</p>	<p>DTE, TEED</p> <p>DTE, TTIs</p> <p>TTI, DSE,PMU</p> <p>DTE/DSE/TTI</p> <p>RIES</p> <p>TTIs</p> <p>DTE/DSE/TTI</p> <p>DoP, DSE, DTE, PMU</p>

³⁰ For brevity, excludes oversight and coordination by the PMU, as well as support from any SESDP consultants.

³¹ The policy program also includes conditions related to the inclusion of targets for female and ethnic group students within the interim guidelines for MOE-administered needs-based stipends at post-primary levels, and the creations of a related budget line for secondary education stipends.

	<p>2B. Ensure that all M3-M7 textbooks, teachers guides, student assessment techniques and information and communication technology (ICT) multi-media resources are gender and disability sensitive and include positive images and role models of females (as well as those with disability) from various ethnic groups.</p> <p>2B. Include gender briefing in capacity building workshops for curriculum developers, including ICT.</p> <p>2E. Ensure that rules and regulations for national examinations and preparation of ASLO for M4 and M7 incorporate gender issues, including safety of female students, transport/ accommodation assistance.</p> <p>2E. Ensure gender and ethnic group analysis is undertaken as part of assessment of national examinations and ASLO.</p>	<p>RIES</p> <p>RIES</p> <p>ESQAC, DSE, RIES</p> <p>ESQAC</p>
<p>Output 3 Strengthened secondary education subsector management</p>	<p>3A. Ensure institutional analysis of SES and in-depth LSE needs assessment includes gender and equity dimensions</p> <p>3A. Include gender and ethnic group criteria in school network mapping procedures and data analysis and presentation strategies</p> <p>3B. Prioritize female representation in all management training programs (to be measured as share of female participation vis-à-vis females in those positions).</p> <ul style="list-style-type: none"> ▪ Capacity building programs for education sector staff at all levels, including principals, teachers and pupil-parent associations to include training on gender issues in education, including strategies to promote access to and completion of secondary education ▪ Development of ICT policy and pilot to incorporate gender and ethnicity issues, including content of materials, access, relevance to users, etc. ▪ Within the manual of recruitment and utilization of teachers, include strategies: recruitment, training and mentoring programs for increasing women in school management positions. ▪ Include within the social marketing strategy a campaign for parents and community leaders to i) increase understanding of the positive benefits of schooling for girls, especially from ethnic areas; ii) promote female education in science; and, iii) a strategy to provide recognition awards for districts with good practices in gender awareness raising and increasing access of female, especially from ethnic areas. <p>3C. Ensure 50% female representation in pupil-parent associations and provide appropriate transport/ accommodation assistance, where necessary, to support participation.</p> <p>3D. The project M&E framework will incorporate M&E for GAP.</p> <ul style="list-style-type: none"> • Train all PMU staff on gender/ethnicity issues, including gender analysis. <p>3D. All M&E and impact evaluation study on stipends to report on sex and ethnicity disaggregated data related to access, learning outcomes and other SES indicators.</p>	<p>DoP</p> <p>ESITC</p> <p>DSE,PMU</p> <p>DSE,PMU</p> <p>DSE</p> <p>DoP</p> <p>IEC, MOE and local information and culture units,</p> <p>DEB, IEC, DNFE</p> <p>PMU</p> <p>IEC</p> <p>PMU</p>

DoP = Department of Personnel; DNFE = Department of Nonformal Education; DSE = Department of Secondary Education; DTE = Department of Teacher Education; ESQAC = Education Standards and Quality Assurance Center; IEC = Inclusive Education Center; MOE = Ministry of Education; PMU = Project Management Unit; RIES = Research Institute for Education Sciences; SES = Secondary education subsector; TTI = teacher training institutions

145. Implementation Arrangements and Reporting: Director General, MOE Department of Secondary Education and the PMU will be responsible for the overall implementation of the gender action plan (GAP). One international and 1 national consultant on gender and social development (both principally focused on gender) will provide expert advice and overall guidance in GAP implementation, with the national consultant working closely with the PMU throughout the project duration, on an intermittent basis. Under the guidance of the Director General, the consultants will coordinate with units responsible for the activity areas and

deliverables noted above. All PMU reports submitted to the ADB will report progress against GAP.

IX. PERFORMANCE MONITORING, EVALUATION, REPORTING AND COMMUNICATION

A. Project Design and Monitoring Framework

146. The detailed DMF is in Appendix 1.

B. Monitoring

147. **Project performance monitoring.** A detailed SESDP M&E plan will be finalized within Year 1, including quarterly reporting of project activities and outputs for students, schools, communities and districts as appropriate, annual performance reporting against SESDP's outcome and interventions under all 3 outputs. Data will allow comparisons between the 30 districts targeted under output 1 of the project against provincial and national performance measures using the latest available EMIS data.

148. A comprehensive SESDP baseline study will include relevant quantitative and qualitative data identified by international and national consultants focusing on M&E, grants and stipends, and gender and social development, and agreed with MOE. In addition to data to track nationwide interventions, particularly in-depth data will be collected for the noted 30 districts. All key data on students, teachers, training participants, etc. will be disaggregated by sex and ethnic group.

149. In the 30 districts targeted under output 1 of the project, to identify eligible students for and support M&E of LSE stipends (starting with Grade 6 in 2013/14) and for USE stipends (starting with Grade 10 in 2014/15), baseline data collection on students in these districts will additionally include aspects such as year of birth, poverty status, and distance/travel time from home to school (see also Appendix 11). Individual student data will be stored in a secure database with access limited to authorized users only.

150. Additional data will also be collected for teachers in these 30 target districts and participants in upgrade grants, etc., allowing for disaggregated analysis including dimensions such as gender, age, ethnic group, teaching qualifications, years teaching, and numbers of days training received in the previous year, etc.

151. 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"³² 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.

³² Rapid assessment also serves as an effective community mobilization activity, drawing on local knowledge to construct a community "map", leading to discussion about reasons/causes for the observed patterns of student participation. It will be important to stress the assessment process rather than only the "map" *per se*.

152. The project baseline study will later be used for the data collection and analysis for the midterm and final assessments. The latter will include an independent impact evaluation, focusing on the impact of the LSE stipend program on educational outcomes for the 1,740 students receiving 4-year stipends (starting with Grade 6 in SY2013/14).

153. The project's support for low-cost, community-managed dormitories is central to improve access to secondary education, and the participation of more girls in LSE. The Project team will work closely with DEB staff and the PPA to ensure that dormitories are fully occupied, are secure and well supervised, and resources for remedial support are being used effectively.

154. A steering group will be set up comprising representatives from DSE, IEC, ESITC, DOI and the consultants. Its functions will be to oversee data collection, validation, security, management and procedures for training at school/community and district levels.

155. Routine internal project monitoring will include the allocation of a unique identity code of LSE and USE construction sites. Responsibility for the internal monitoring of project implementation performance will lay with the PMU, in collaboration with relevant MOE, PES, DEB and kumban/VEDC officials.

156. **Compliance monitoring.** All project covenants in the Grant Agreement will be monitored regularly by the Project Director, and during ADB project review missions.

157. **Safeguards monitoring.** The ADB involuntary resettlement category is C, as civil works is limited to upgrading LSE/USE facilities and constructing new buildings within existing boundaries on government owned land and which will not require resettlement. The indigenous peoples' categorization is B, as the stipend program and the construction of dormitories will directly benefit ethnic groups. The environmental categorization is C. During construction of the schools and classrooms, the contractor will keep noise and dust within locally acceptable levels, as well as manage fill, excavated material, and solid waste in a manner that does not create a permanent impact. Water supply will meet national drinking water quality standards.

158. **Gender and social dimensions monitoring.** A summary poverty reduction and social strategy was prepared for the project, based on the gender analysis conducted during project preparation (See Appendix 21).

159. A gender action plan (GAP) was also prepared to ensure female students have at least equal opportunities to access Grade 6 and Grade 10 stipends, and access to secure, supervised gender-segregated dormitory and bathroom/toilet facilities

160. The GAP is also based on a social analysis, and is developed in accordance with the ADB *Policy on Gender and Development* (1998). Specific actions and targets are set out in the GAP, with some of these targets included in the DMF. The Project Director will be responsible for implementing, monitoring and reporting progress on the GAP, and ensuring that specific targets (and sex-disaggregated indicators) are incorporated into the Project Performance Monitoring System. PPAs and other community stakeholders will receive gender awareness training modules as part of Project training activities.

C. Evaluation

161. ADB will conduct an inception mission within two months of project start-up, and a review mission every 6 months thereafter, including assessing progress towards outputs and

SESDP's outcome. The midterm review mission will indicatively occur early in mid-2015. Within 6 months after the physical completion of the project, the Project Director will submit to ADB a project completion report, analyzing project implementation, project performance and achievements against the targets, and expected project impact.

162. As outlined in Appendix 11, an independent impact evaluation will be undertaken, which will principally focus on the LSE stipend program to be launched from SY2013/14, to assess the effectiveness of stipend programs in improving LSE participation and outcomes of beneficiary children (particularly girls and ethnic group children) in the 30 targeted poor and remote districts. This evaluation will support GOL policy to extend stipends from budget resources, so that the access and participation goals are achieved as efficiently and effectively as possible.

D. Reporting

163. Data on selected outputs will also be collected regularly, by the Project Director, M&E consultants and ADB review missions, using data from EMIS and field visits, and the midterm survey. The Project Director will prepare quarterly reports on project implementation and submit them to ADB within 30 days after each quarter. These reports, which will include data on the implementation targets and their achievement, problems and constraints faced, and proposed actions and solutions, will be submitted in English, in a format acceptable to ADB.

E. Stakeholder Communication Strategy

164. The PMU/DSE will liaise with PES/DEB officials on all Project related publicity, outlining the purpose of the project. Project activity at school/community level will ensure that VEDC/kumban leaders are aware of all proposed activity and are invited to participate if they wish. The PMU will assist PES/DEB/communities organize opening ceremonies at each new school facility. Information will be made available to prospective students and to the local community. All communication messages and materials will have the logo of the project for facilitating easy identification and branding of the project.

165. Activities in the 75 Project schools in 30 districts will seek maximum involvement and engagement of community through the PPAs, VEDC and Kumban. The participatory PPA rapid assessments will combine base-line data collection with discussion about student enrolment, attendance and secondary completion issues. This link between PMU/DSE, PES/DEB and Project schools will strengthen communications between all stakeholders.

X. ANTICORRUPTION POLICY

166. ADB reserves the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the Project.³³ All contracts financed by ADB shall include provisions specifying the right of ADB to audit and examine the records and accounts of the executing agency and all Project contractors, suppliers, consultants and other service providers. Individuals/entities on ADB's anticorruption debarment list are ineligible to participate in ADB-financed activity and may not be awarded any contracts under the Project.³⁴

167. To support these efforts, relevant provisions are included in the grant agreement and the

³³ Available at: <http://www.adb.org/Documents/Policies/Anticorruption-Integrity/Policies-Strategies.pdf>

³⁴ ADB's Integrity Office web site is available at: <http://www.adb.org/integrity/unit.asp>

bidding documents for the Project. The Government and MOE will ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.

168. The Government will maintain a website to disclose information about procurements related to the Project. For each contract, the website will include information on, among others, the list of participating bidders, name of the winning bidder, basic details on bidding procedures adopted, amount of contract awarded, and the list of goods/services procured. In addition to the web-based disclosure, stakeholders, which include civil society and non-governmental organizations, will be provided detailed information on procurement on public notice boards in their respective provinces. The Recipient shall also ensure that criteria and procedure for selection of candidates for stipends is also similarly posted on the website.

XI. ACCOUNTABILITY MECHANISM

169. People who are, or may in the future be, adversely affected by the project may address complaints to ADB, or request the review of ADB's compliance under the Accountability Mechanism.³⁵

³⁵ For further information see: <http://compliance.adb.org/>.

XII. RECORD OF PAM CHANGES

ANNEX: Technical Appendixes to PAM

Appendix 1: Design and Monitoring Framework

Appendix 2: Criteria for Identifying Locations for New LSE Schools In 30 Educationally-Disadvantaged and Poorest Districts

Appendix 3: Schematic Overview of SESDP Access Support Models

Appendix 4: Civil Works, Building, Furnishing and Equipment Program

Appendix 5: SESDP Stipends

Appendix 6: SESDP Access Grants and Dormitories

Appendix 7: Capacity Building Programs and Other Workshops

Appendix 8: Teacher Placement Scheme: Background Paper

Appendix 9: M3-M7 Textbook and Teaching Guide Printing, Packaging and Distribution Program

Appendix 10: Summary Capacity Building Plan for Improved Delivery of New Secondary Education Curriculum

Appendix 11: Indicative Impact Evaluation Design (Focusing on LSE Stipends)

Appendix 12: Project Readiness Filters

Appendix 13: Unit Costs – Assumptions and Estimation

Appendix 14: Financial Management Capacity Assessment of MOE

Appendix 15: Consultant Terms of Reference

Appendix 16: Indicative Consultant Services Schedule

Appendix 17: Indicative Lists of Civil Works, Furniture, Equipment and Instructional Materials Packages

Appendix 18: Procurement Capacity Assessment

Appendix 19: Ethnic Group Analysis

Appendix 20: Summary Poverty Reduction and Social Strategy (SPRSS)

Appendix 21: Gender Analysis Summary

APPENDIX 1

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanism	Assumptions and Risks
<p>Impact</p> <p>Improved educational attainment in the Lao PDR</p>	<p>By 2023, unless otherwise noted:</p> <p>Share of young adults 15–24 having completed at least 9 years of schooling rises at least 20% from 2012 level^a by 2020</p> <p>Gross enrolment rate for girls in LSE at least 75.0% (baseline 55.5% in SY2009/10)</p> <p>Ratio of number of girls to boys enrolled in secondary education at least 1.00 (baseline 0.81 in SY2009/10)</p> <p>Ratio of total secondary to primary enrolment at least 0.60 (from baseline of 0.47 in SY2009/10)</p>	<p>Multiple indicator cluster surveys for 2012 and 2020</p> <p>MOE's EMIS database</p>	<p>Assumptions</p> <p>The government maintains strong emphasis on human development and poverty reduction</p> <p>No major shocks that derail growth in government revenue base and budget for education</p>
<p>Outcome</p> <p>Enhanced equity, quality, and efficiency of secondary education in the Lao PDR</p>	<p>By 2018:</p> <p>Percentage of female primary school graduates that enter LSE in poorest districts at least 81% (baseline 76% in SY2009/10)</p> <p>At least 75% of secondary teachers qualified (baseline 68% in SY2009/10)</p> <p>LSE survival rate to grade 8 rises to 89% for girls and 87% for boys (baseline 79% for girls and 77% for boys in SY2007/08), raising internal efficiency^b</p> <p>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)</p>	<p>Millennium Development Goals reporting (at least to 2015)</p> <p>MOE EMIS database (augmented by project)</p> <p>National Statistics Centre 2015 Population and Housing Census, and other data</p>	<p>Assumptions</p> <p>Government commitment to Education Sector Development Framework and other sector strategies and targets remains strong</p> <p>No major social or economic shocks that derail progress in enrolments</p> <p>Implementing unit coordination maintained</p>
<p>Outputs</p> <p>1. Expanded access to secondary education</p>	<p>Program</p> <p>Stipend selection criteria approved by MOE by 2013</p> <p>Policy on SES dormitories developed by 2016 (or earlier)</p> <p>MOE budget line for SES stipends introduced by 2016</p> <p>Project</p> <p>In target areas, by the end of 2018:</p> <p>30 new LSE schools and 15 USE classroom blocks built and operational</p> <p>At least 60 dormitories constructed at LSE level and 15 dormitories at USE level, with at least 50% of spaces for girls</p> <p>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</p> <p>Access-enhancing interventions completed at 60 LSE schools and 15 USE schools using access grants</p> <p>Total LSE enrolment in 30 target districts increases from 33,656 in SY2009/10 to 44,000 by SY2017/18</p>	<p>Program progress reports and M&E reports</p> <p>EMIS and other MOE data</p>	<p>Assumptions</p> <p>Central and local governments maintain coordination in jointly prioritizing equity for disadvantaged groups</p> <p>Teachers responsive to support measures for teaching in rural areas</p> <p>Stipend selection criteria and school grant guidelines strictly followed</p>
<p>2. Improved delivery of new SES curricula</p>	<p>Program</p> <p>Revised preservice teacher training curriculum approved for LSE (by 2013) and USE (by 2016)</p> <p>Pilot test of new rural teacher deployment scheme launched by 2013 and analyzed by 2016</p> <p>Guidelines for SES teacher recruitment and utilization and for teacher performance M&E (with operational manual) approved</p>	<p>Program progress reports and M&E reports</p> <p>Pre- and post-training assessments;</p>	<p>Assumption</p> <p>No major changes in current strategies of restructuring education to a 5+4+3 system</p>

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanism	Assumptions and Risks																						
	<p>by 2013</p> <p>New curriculum materials introduced in all LSE grades by 2013, and approved for all USE grades by 2016</p> <p>Project</p> <p>Introduction of new LSE curriculum finished by SY2013/14, with 12,000 grade 8–9 teachers trained (at least 50% female) and 182,130 textbooks distributed nationwide</p> <p>Year-by-year, starting in 2013, new grade 10–12 textbooks and teacher guides developed and approved</p> <p>Introduction of new USE curriculum finished by SY2016/17, with 7,500 grade 10–12 teachers trained (at least 50% female) and 52,590 textbooks distributed nationwide</p>	<p>teacher evaluations</p> <p>Training institution enrolment data</p> <p>EMIS data</p> <p>MOE data on student achievement</p>																							
3. Strengthened SES management	<p>Program</p> <p>Education share of national budget increases from 15.5% in 2010^c to 18.0% by 2016</p> <p>MOE budget allocation for nonsalary recurrent expenditure as a share of MOE total budget rises from 6.5% in 2010 to 11.0% by 2016</p> <p>Policy for introducing block grants and a manual for their management approved by 2013, with LSE block grants budgeted for and released in 30 selected districts by 2016</p> <p>SES school network mapping completed by 2013, to guide planning for future capital investment</p> <p>MOE communication strategy developed, approved, and launched by 2013</p> <p>Revised decree on private education approved by 2016</p> <p>Policy (2013) and strategy (2016) for ICT as tool to promote grade 1–12 education objectives approved</p> <p>Project</p> <p>PPAs functioning in 75 LSE and USE schools in target areas, each with at least 40% female representation</p> <p>Capacity building programs completed for 1,055 staff of central-to district-level education sector offices</p> <p>1,200 (all) SES school principals complete 5-day training on school improvement, followed by annual seminars for 1,200 principals and 1,200 senior female teachers</p>	<p>Official MOE and government decrees and budget documents</p> <p>Pre- and post-training assessments</p> <p>Project M&E reports</p>	<p>Assumption</p> <p>Government priority on implementing education reforms maintained, with supportive decrees and regulations enacted in a timely manner</p> <p>Risks</p> <p>Government share not sustained; official development assistance levels not maintained</p> <p>Breakdown in interagency and development partner coordination on better aligning existing MIS systems</p> <p>Research strategy for independent impact evaluation compromised</p>																						
Project Activities with Milestones^d (Program Milestones are under Outputs)		Inputs																							
<p>1. Output 1: Expanded access to secondary education</p> <p>1.1 Classroom provision to expand physical access</p> <p>(i) Build 30 new LSE schools on government-owned sites by mid-2015</p> <p>(ii) Build USE classroom blocks at 15 existing SES school sites by mid-2017</p> <p>(iii) Furnish 30 new LSE schools and 15 USE classroom blocks by 2017</p> <p>1.2 Direct support for disadvantaged students</p> <p>(i) Complete LSE baseline in 30 districts by end of 2012</p> <p>(ii) Define selection criteria by end of 2012; launch LSE stipends in SY2013/14</p> <p>(iii) Complete USE baseline for 15 existing USE schools by end of 2013</p> <p>(iv) Define selection criteria by end of 2012; launch USE stipends in SY2014/15</p> <p>1.3 School support to enhance equitable access</p> <p>(i) Provide low-cost, community-managed LSE dormitories and remedial support (prioritizing boarders) in 30 new and 30 existing LSE schools</p> <p>(ii) Finalize LSE access grant guidelines by 2012, complete PPA orientation for 60 LSE schools by mid-2013, and launch grants by SY2013/14</p> <p>(iii) Provide low-cost, community-managed USE dormitories and remedial support (prioritizing boarders) in 15 schools receiving new USE classrooms</p>		<p>Financing (\$ million)</p> <p>ADB: ADF loan of \$10.0 million</p> <p>ADB: ADF grant of \$30.0 million</p> <table border="1"> <thead> <tr> <th>Item (grant)</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Civil works</td> <td>5.6</td> </tr> <tr> <td>Furniture and equipment</td> <td>2.6</td> </tr> <tr> <td>Teaching and learning materials</td> <td>4.9</td> </tr> <tr> <td>Training and professional development</td> <td>4.7</td> </tr> <tr> <td>Consultant services</td> <td>5.8</td> </tr> <tr> <td>Stipends and other grants</td> <td>1.5</td> </tr> <tr> <td>Project management</td> <td>1.1</td> </tr> <tr> <td>Subtotal (including taxes)</td> <td>26.1</td> </tr> <tr> <td>Contingencies</td> <td>3.9</td> </tr> <tr> <td>Total:</td> <td>30.0</td> </tr> </tbody> </table> <p>Government: \$2.36 million</p>		Item (grant)	Amount	Civil works	5.6	Furniture and equipment	2.6	Teaching and learning materials	4.9	Training and professional development	4.7	Consultant services	5.8	Stipends and other grants	1.5	Project management	1.1	Subtotal (including taxes)	26.1	Contingencies	3.9	Total:	30.0
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Project Activities with Milestones (Program Milestones are under Outputs)	Inputs	
(iv) Finalize USE access grant guidelines by 2012, complete PPA orientation for 15 schools by mid-2014, and launch grants by SY2014/15	Item	Amount
	Land and other in-kind	2.16
	Utilities and running costs	0.20
2. Output 2: Improved delivery of new SES curricula		
2.1 Preservice training and placement of new SES teachers		
(i) Develop preservice teacher training curriculum to align with new LSE and USE school curriculum by 2013 and develop procedures for TTI quality assurance accreditation system		
(ii) Procure curriculum resources and instructional materials for TTIs and faculties of education by 2013		
(iii) Pilot 1: Trial graduate teacher placement scheme in five districts (25 teachers) by SY2013/14; assessment by Q1 2016		
(iv) New procedures and manuals for teacher recruitment and utilization, and teacher quality and performance by 2014		
2.2 In-service teacher training and support		
(i) Deliver annual in-service teacher training linked to new grade 8–12 curriculum (initiated by 2012, completed by 2016)		
(ii) Support RIES' development of materials to support teaching using appropriate ICT media (e.g., TV, radio, and DVD)		
(iii) Launch annual regional meetings of pedagogical advisers by 2012, and trial secondary pedagogical advisor support package under pilot 2		
(iv) Pilot 2: Trial ICT-for-education scheme to support rural LSE schools in five districts (initiated 2013, completed by 2015)		
(v) Provide teacher upgrade grants (11+3 to Bachelor's degree) for 30 LSE teachers in target districts starting in 2012		
2.3 New curriculum materials (textbooks and teacher guides)		
(i) Distribute curriculum materials to 1,200 schools and all TTIs for grade 8 by August 2012 and grade 9 by August 2013		
(ii) Approve and distribute new USE textbooks and teacher guides for grades 10 (August 2014), 11 (August 2015), and 12 (August 2016)		
(iii) Pilot 3: Assess interim grade 10 curriculum materials in selected SES schools in SY2012/13; evaluation by end of 2013		
2.4 Teaching and learning equipment and materials		
(i) Provide 30 new LSE schools in target areas with grade 6–7 textbooks and teacher guides, basic science equipment, materials for other subjects (including arts, music, and physical education), and library books by 2015		
(ii) Provide science equipment and materials package for 15 new USE classroom blocks by 2017		
2.5 Support for improved student assessment		
(i) Assist in review of rules and regulations for grade 9 and 12 national examinations by 2014		
(ii) Support MOE to conduct assessment for student learning outcomes for grade 9 in 2014 and grade 12 in 2017		
3. Output 3: Strengthened SES management		
3.1 Support for enhanced subsector analysis		
(i) Complete institutional analysis of SES and in-depth LSE needs assessment by 2012		
(ii) Update LSE and USE school network mapping nationwide by end 2012		
(iii) Complete assessment of existing SES-related MIS by end of 2012 and implementation of improvement plan by 2015		
(iv) Conduct detailed needs analysis of LSE in 30 districts and USE in target areas by end of 2012		
3.2 Capacity Building for SES staff at all levels		
(i) Based on institutional and needs assessments, develop phased and multimode capacity building program for education sector staff at central and local levels and for LSE school principals by 2012; complete delivery by 2016		
(ii) Develop communication strategy (including dissemination and advocacy), and launch by end of 2013		
(iii) Support ongoing dialogue and periodic forums and activities to promote the Strategic Plan for Private Education		
(iv) Develop strategy (by 2013) and policy (by 2015) on low-cost, pro-equity ICT to serve grades 1–12 education		
3.3 Community Engagement in School Support and Management		
(i) Establish or reconstitute PPAs for 75 SES schools, with initial capacity building by 2012 and periodic support thereafter		
3.4 Monitoring and Evaluation		
(i) Conduct M&E throughout implementation (baseline in 2012), feeding into MOE performance assessment framework		
(ii) Carry out interim assessment by 2015, final data collection by 2017, and report submission by end of 2018		
(iii) Launch an independent, rigorous impact evaluation study of the LSE stipends by Q1 2013; complete by 2018		
3.5 Support for Project Implementation		
(i) Formally establish project management unit by October 2011		

ADB = Asian Development Bank, ADF = Asian Development Fund, EMIS = education management information system, ICT = information and communication technology, Lao PDR = Lao People's Democratic Republic, LSE = lower secondary education, M&E = monitoring and evaluation, MIS = management information system, MOE = Ministry of Education, PPA = pupil-parent association, Q = quarter, RIES = Research Institute for Educational Sciences, SES = secondary education subsector, SY = school year, TTI = teacher training institution, USE = upper secondary education.

^a Baseline and targeted values to be reviewed at midterm review, after release of 2012 survey data.

^b Grade 9 and 12 completion targets to be defined when secondary education restructuring complete.

^c In the Lao PDR, final budget allocation is defined to include final official development assistance allocations confirmed after completion of the fiscal year, hence FY2010 is the latest confirmed baseline available.

^d Unless noted, milestone dates represent completion of targeted deliverables, with some elements (e.g., civil works at some sites, equipment delivery, etc.) to be completed at earlier dates.

Source: Asian Development Bank.

APPENDIX 2: CRITERIA FOR IDENTIFYING LOCATIONS FOR NEW LSE SCHOOLS IN 30 EDUCATIONALLY-DISADVANTAGED AND POOREST DISTRICTS

1. The SESDP PPTA identified 30 districts, which are both educationally-disadvantaged and acknowledged by the Government as “poorest”.¹ Target districts have 28% of incomplete primary schools with fewer than 100 students, 24% of Complete Primary Schools with fewer than 100 students and 31% of Incomplete LSE schools with fewer than 100 students. By contrast, target districts have only 11% of LSE schools with grades 6-9, 10% of Complete Secondary schools, but only 8% of Female students in Complete Secondary Schools. With only 37 complete secondary schools in 30 districts (1 per District), most students in target districts have to travel to the district center to access a complete secondary education.
2. Low primary completion rates (52%) and improving Grade 5 to Grade 6 transition rates are a focus of EFA/FTI activity. SESDP construction of 30 LSE schools, provision of 1740 Grade 6 stipends (in 2013/14) and supporting low cost community-managed, adult-supervised and gender-segregated dormitories to give poor students, especially girls, access to a Grade 9 LSE school. SESDP should improve grade 6 transitions, grade 9 completion and access to USE.
3. The District Education Bureau will consider its existing network of small, incomplete schools and LSE <100 students. Location of existing LSE schools with grades 6-9 (2 per District, most with 100-199 students) is the first issue in selecting the site for new SESDP school construction. Location should enroll at least 100 LSE students and have potential to enroll 200 students. Except in an exceptional circumstance, the new LSE should not be in the District Center. It should be some distance from the District Center, in an area where it can expand access to a sizeable catchment area currently not served by any nearby complete LSE schools: in some cases, this may involve consolidating a small and incomplete LSE school (e.g., a school with 1 or 2 LSE grades) into a full-size LSE school serving at least 200 expected students in surrounding communities.
4. Having identified the potential location, the Khumban or cluster of villages to be served by the new LSE school, should identify sites which meet requirements specified by MOE. Criteria should include a site which is within reasonable walking distance for most students, or where parents are satisfied that proposed dormitories are safe, secure and supervised.
5. Final confirmation of identified sites will be based on a detailed assessment against the following check list:
 - (i) Flat site 600m²-1 ha, government owned site, without permanent structures, no UXO.
 - (ii) Accessible by road (in all seasons, especially for school construction),
 - (iii) Potable water is available (pipe, bore, pump),
 - (iv) Adequate site drainage (and no risk of flooding or land-slip),
 - (v) Electricity is available, can be supplied to the site, or if a generator is required;
 - (vi) Community agreement about proposed site;
 - (vii) Sufficient space for dormitory (on school site);
 - (viii) Possible space for school garden and/or sports; and
 - (ix) Other requirements identified by District/community.

¹ Educational Disadvantaged is one of the 56 priority districts identified by the EFA/FTI Project strengthening primary school outcomes. Poorest Districts are the 47 identified by Government in 2003, updated to include more recently created districts which the Government has certified as “poorest”. The latter include Phonthong (0612) in Luang Prabang, Xaysathan (0811) in Sayabouli, Muen (1013) in Vientiane Province and Xaichampone (1107) in Bolikhamxai.

8. Construction of USE classroom blocks at existing SES school sites will commence later in the project at agreed sites. In some cases, USE classroom blocks will be added at LSE-only school sites, allowing these schools to be upgraded into complete 7-grade SES schools. If potential students completing Grade 9 are sufficient, sites of new LSE schools constructed with SESDP support may be considered for provision of USE classroom blocks.

APPENDIX 3: SCHEMATIC OVERVIEW OF SESDP ACCESS SUPPORT MODELS

Schematic breakdown of target districts & schools -- revised 19 May 2011 based on letter from Prime Minister's Office		
<p>(i) LSE support under output 1: in each of 30 districts, have "1 LSE Model 1" and "1 LSE Model 2" site</p>		
30 LSE "Model 1" (full package)	30 LSE "Model 2" (no hardware except for 1 pair of low-cost dorms)	
sub-output	sub-output	
<p>1A1 LSE school with "4+1+1": 4 classrooms (M1-M4), 1 multi-use room (covering science instruction, library, etc.), & 1 teacher room</p>		
1A3 LSE furniture		
1B2 LSE scholarships	1B2 LSE scholarships	LSE scholarships:
1C1 low-cost community-run dorms (1 for girls, 1 for boys)	1C1 low-cost community-run dorms (1 for girls, 1 for boys)	60 schools
1C2 remedial support	1C2 remedial support	29 scholars/school
1C3 access grants	1C3 access grants	<hr style="border: 0; border-top: 1px solid black;"/>
2D1 LSE materials & equipment (libraries incl. M1 & 2 textbooks, etc.)		1,740 total LSE scholars
2D2 LSE additional materials (arts & PE)		
<p>(ii) USE support under output 1: SESDP's 30 target districts lie in 15 provinces. SUBJECT TO REVIEW alongside school network mapping, etc. early in the project, each province will indicatively be allocated (a) one USE classroom block/facilities at 1 existing SE school site; and (b) some yet undetermined allocation of USE scholarships for other schools. For now, it is assumed <u>all of these will be in the same 30 districts.</u></p>		
15 USE "Model 1" (full package)	25 INDICATIVE number of other USE schools receiving scholarship only	
sub-output	sub-output	
1A2 classroom blocks for USE use: indicatively "3+1+1+1" with 3 classrooms (M5-M7), 1 combined lab, 1 multi-use room (covering library, etc.), & 1 teacher room		
1A3 USE furniture		
1B4 USE scholarships	1B4 USE scholarships	USE scholarships:
1C4 low-cost community-run dorms (1 for girls, 1 for boys)		40 schools
1C5 remedial support	1C5 remedial support	30 scholars/school
1C6 access grants	1C6 access grants	<hr style="border: 0; border-top: 1px solid black;"/>
		1,200 total LSE scholars

APPENDIX 4: CIVIL WORKS, BUILDING, FURNISHING AND EQUIPMENT PROGRAM

1. The proposed civil works, building, furnishing and equipment program will follow a carefully designed sequential schedule that began during project design (2011) and will run through to the fifth year of the project (2016). Over that period 30 new LSE schools and 15 new USE classroom blocks on existing school campuses will be designed, built, furnished and equipped. In addition 75 low cost dormitories will be designed and built over this period – 45 to accompany the new LSE schools and USE classroom blocks, and a further 30 on other identified LSE school sites.
2. The process of selecting the locations in which the new LSE schools will be built commenced in 2011. The initial identification within those locations of possible school building sites - that meet the criteria of being on government land, free of dwellings and UXO, have all weather access especially during the construction period, are well-drained and have availability of access to reliable supplies of potable water and electricity – will start in 2011 and continue on into 2012. The same process with respect to the USE sites and the additional 30 LSE sites for low cost dormitories will commence in 2012, and carry over into 2013. Verification that the sites have met the criteria, and assessments of what is required to prepare the sites for construction will then be carried out through field visits by project officers.
3. Detailed designs and drawings for the 30 new LSE schools have already been prepared under the auspices of BESDP. In the first year of the project, 2012, architect designed USE school buildings and low cost dormitories will also be drawn up and specified.
4. The first of the construction contracts – beginning with LSE schools and dormitories – will be let in the second half of 2012, for commencement in 2013. Similarly some furniture and equipment procurement can commence in 2013.
5. The building program is illustrated in Figure 4.1, and an indicative rollout schedule is in Table 4.1. Project personnel available to support MOE in the program and its rollout are shown in Table 4.2

Figure 4.1. The school and dormitory building program

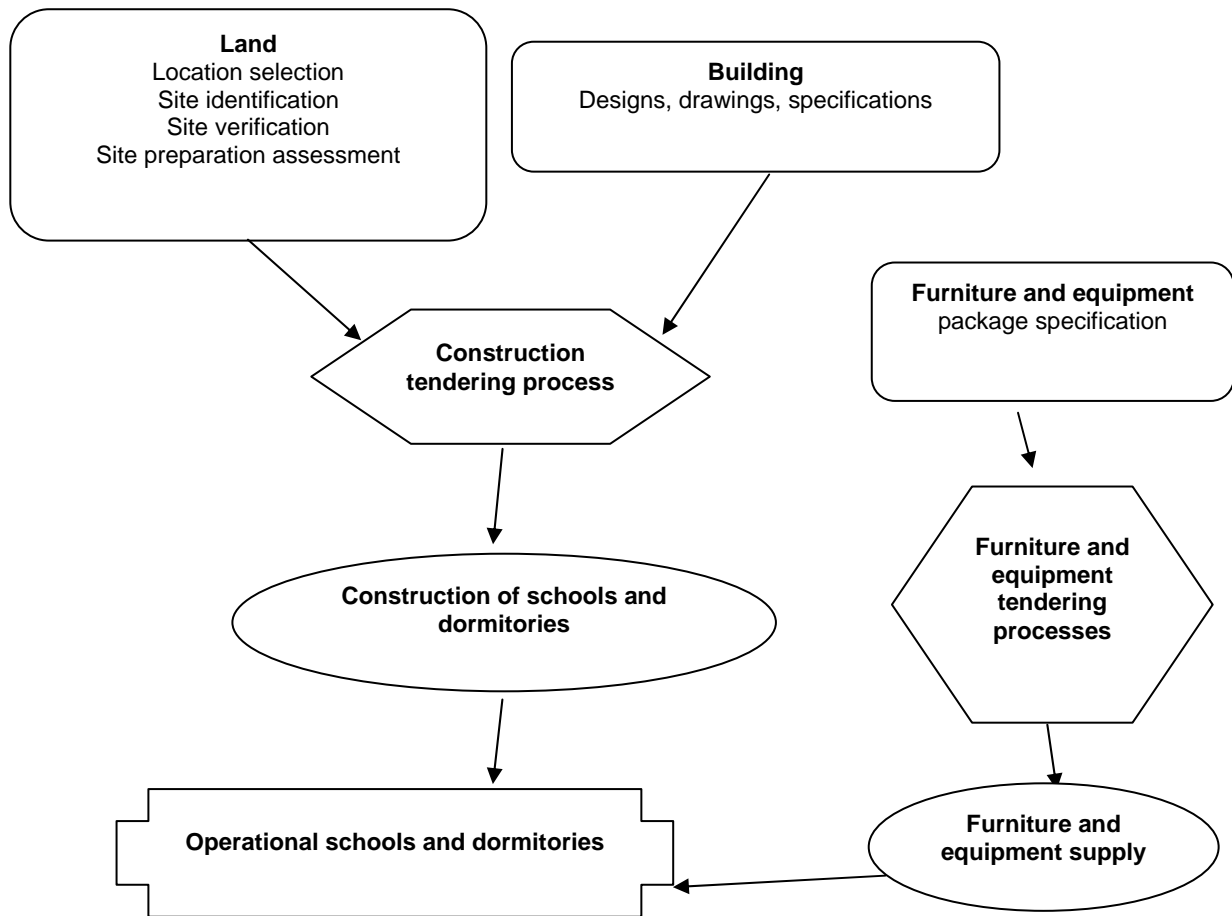


Table 4.1. Indicative rollout schedule of the building program used in cost estimation

Input	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012	2013	2014	2015	2016	2017	2018
School site identification, validation and preparation							
For new LSE construction	20	10					
For LSE dormitory construction	20	10					
For new USE construction		5	10				
Total number of sites	40	25	10				
Construction							
School buildings							
LSE		10	15	5			
USE			5	6	4		
Subtotal		10	20	11	4		
Dormitories							
LSE		20	30	10			
USE			5	6	4		
Subtotal		20	35	16	4		
Furniture							
Classrooms							
LSE		40	60	20			
USE			15	18	12		
Subtotal		40	75	38	12		
Laboratories							
LSE		10	15	5			
USE			15	18	12		
Subtotal		10	30	23	12		
Teachers' rooms							
LSE		10	15	5			
USE			5	6	4		
Subtotal		10	20	11	4		

Input	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012	2013	2014	2015	2016	2017	2018
Equipment							
Science kits							
LSE basic		10	15	5			
USE physics			5	6	4		
USE chemistry			5	6	4		
USE biology			5	6	4		
Subtotal		10	30	23	12		
Other curricula support materials							
Physical education materials kits		10	20	11	4		
Arts/music materials kits		10	20	11	4		
Library materials kits*		10	20	11	4		
Subtotal		30	60	33	12		
Other equipment packages							
<i>School management equipment</i>			5	6	4		
<i>School ICT4LE</i>		10	15	5			
*Library package for the 30 new LSE schools will include M1 and M2 textbook sets for all Grade 6 and 7 students.							

The following project personnel will support the building program and its rollout.

Table 4.2 Project personnel directly supporting the building program

Specialist position	(person months)						
	1	2	3	4	5	6	7
	2012	2013	2014	2015	2016	2017	2018
International consultant							
Expert on School Architectural Design	-	2-	-	-	-	-	-
National consultants							
Civil Works Coordinator	4	10	10	10	8	-	-
Specialist on School Design (Architect)	1	5	-	-	-	-	-
Project contracted professionals							
Project Procurement Officer	12	12	12	12	12		
Project Monitoring and Reporting Officer	12	12	12	12	12	12	12
Commissioned surveys							
School construction assessment surveys			10	20	11	4	

APPENDIX 5: SESDP STIPENDS

1. The purpose of the stipend is for all recipients to complete Grade 9, and each student (and a parent) will sign an undertaking or agreement to this effect.
2. SESDP will enable the Inclusive Education Center in MOE to make up to 1,740 LSE stipends available to eligible students to enroll in Grade 6 classes in 2013/14 in 60 schools in SESDP target districts. Stipends will be awarded on criteria similar to BESDP, with specific revisions to be outlined in a revised Stipends Manual.
3. SESDP builds directly on models and experiences with BESDP's scholarship program. At the same time, it foresees some improvements in design and procedures, including operations as well as a rigorous impact evaluation of the LSE stipend (see also Appendix 11). Subject to further detailed design dialogue with MOE include, key design features include:
 - (a) Collection of comprehensive baseline data on all 2012/13 Grade 5 students in primary schools, which will supply students to the 30 new LSE schools (to be constructed by SESDP) and in 30 additional LSE schools to be identified in each SESDP district.
 - (b) For the two LSE schools in each District, each feeder primary school would prepare a list of potential students, with details about name, year of birth, gender, home language/s, family financial status, Grade 5 school performance, Grade 5 attendance, distance from home to the LSE school, and Primary school recommendation to the (PPA) for priority.
 - (c) Each participating LSE school will have a functioning PPA (or will create one), with provision for participation of representatives from feeder Primary schools.
 - (d) Changes to payment procedures, where stipend payments would be transferred to a school account (opened at a District branch of an approved Bank), and managed by the PPA and head of the school. The PPA would certify the list of eligible students, attendance over the previous semester, satisfactory performance and behavior.
 - (e) Students would sign for receipt of stipend funds at a public meeting of the PPA. Where practicable, one of the student's parents should countersign the stipend receipt.¹
 - (f) The PPA will take necessary steps to encourage stipend holders to complete Grade 9, including recommendation for a "completion payment" in the final semester of Grade 9.
 - (g) Subject to further dialogue in drafting the guidelines, except in exceptional circumstances, there will be no "replacement" recipients after Grade 6. Students who leave the schools during Grade 6 for an acceptable reason may be replaced by a student on an eligibility list created at the time when the initial stipends were awarded.
 - (h) Stipends will be paid at the official Government rate (LAK 410,000 per semester as at May 2011), as amended during the life of the Project.
4. The MOE Inclusive Education Center (IEC) will be the key implementing unit in charge of SESDP stipends, including coordinating both internal and external (i.e., contracted) M&E activities. Similar guidelines and procedures to the above will be developed in discussion with IEC for the USE stipend program, which will start from 2014/15.

¹ Any funds withheld for dormitory meals etc will be clearly identified and accounted for in PPA accounts.

APPENDIX 6: SESDP ACCESS GRANTS AND DORMITORIES

I. SESDP Access Grants

6. The purpose of SESDP Access Grants is to improve educational outcomes for students, improving Grade 9 completion rates, progression to Grade 10 and Grade 12 completion. At least half of beneficiaries should be female, and students from poor families and from ethnic groups should have priority.

7. Access Grants should enable PPA in participating LSE schools in 30 SESDP Districts (and participating schools with USE classes) to apply for Access Grants for approved purposes. Schools without a PPA will be required to establish one based on guidelines set out in the SESDP Access Grants and Stipends Manuals.

8. The Project will assist participating schools establish PPAs and provide necessary training. Training could include each community/Khumban undertaking a rapid assessment of numbers of children in their community, particularly 11-14 year olds, and whether they have never been enrolled, currently enrolled in Primary, currently enrolled in LSE grades, or whether they have dropped out. Such an assessment would help the community identify action required to get all school age children enrolled and attending school. This could lead to PPA proposals for an Access Grant.

9. SESDP will assist the MOE to develop a Grants Manual and submit the revised SESDP Grants Manual for ADB review and approval.

10. Access Grants will assist PPA undertake activities which improve access and learning outcomes for students in participating schools. Low cost, community-managed dormitories (see below), remedial classes in math, reading and writing, and income-generating activities (IGA) are examples of purposes for which Access Grants could be used. IGA such as school gardens could subsidize feeding students in dormitories or to generate income which PPA uses to support student learning outcomes.

11. Any funds for Access Grants will be paid into either a School Account or a separate PPA Account in an approved District Bank. All funds must be reported to the PPA, the School, the District Education Bureau and to the SESDP. Grants, which include a semester or annual payment, can only be made if all funds from any previous payment are fully accounted for and reported in an approved manner.

II. LOW-COST DORMITORIES

12. Distance from home to school and lack of suitable accommodation for students attending secondary school were identified by communities as barriers to students in small, remote communities entering and completing secondary education. Stipends at the official government rates were not sufficient to meet the costs of travel, accommodation, meals and other necessary expenses.

13. Lao PDR has a long history of Ethnic Boarding Schools, usually at the Provincial center, for lower and upper secondary students from primary and LSE schools in Districts. SESDP target districts tend to be remote from the Provincial center, and the challenge is ensuring that students completing primary have reasonable access to at least a LSE school.

14. SESDP has identified low-cost, community-managed dormitories as an appropriate way of meeting community need for safe/secure facilities, which enable students to benefit from completing secondary school. PPAs and the community (VEDC/Khumban) ownership and management of dormitories should ensure that dormitories continue after the Project ends.
15. Where practicable, the dormitory (dormitories) should be on the school site or adjacent to the site. This would enable after-hours access to classrooms for remedial classes.
16. SESDP will provide cement, pillars and roofing materials, and the community will provide labor and other materials. In the 30 sites where the Project is constructing new LSE schools, the construction contract will provide the concrete base, pillars and the roof. For the 30 existing LSE schools which will receive Grade 6 stipends in 2013/14 to improve access for girls and ethnic groups to secondary school, cement, pillars and roofing materials will be provided for a dormitory. It is foreseen that this may be included in the nearest LSE construction contract.
17. Dormitory accommodation will be secure, gender-segregated, with gender-segregated washing and toilet facilities (wet area). For the 30 existing LSE schools, the Access Grant funds could be used to ensure that that toilets are built if needed.
18. The PPA/school/community will ensure that there is adult supervision of all dormitories. This could include providing accommodation for a male and female teacher as supervisors of the male and female dormitories.
19. Remedial classes in math, reading and writing should be provided so that learning outcomes improve for students. The PPA could use an Access Grant to meet any additional costs of these classes, or the male/female teacher dormitory supervisors could provide classes in lieu of the cost of their accommodation.
20. The PPA will manage the dormitories, including arrangements for feeding resident students. School gardens may be one way in which food costs could be subsidized. Student work in garden, cleaning and cooking will meet GOL requirements for safety and restrictions on use of child labor.¹
21. Most students receiving stipends should live in the school dormitory: There would be exceptions where a stipend student comes from the village where the school is located, where a non-stipend student from a distant village requires accommodation, or where families prefer their child living with relatives rather than in the dormitory.
22. There are further matters for discussion with MOE at SESDP implementation, including finalizing Stipend, Access Grant, Dormitory and PPA Manuals. These discussions should clarify issues about who pays for what, how funds received are reported, and that there is appropriate public accountability for all Project/Grant payments.
23. There are other potential issues relating to extending or enlarging dormitory capacity in existing LSE or complete secondary schools, especially where additional USE classrooms are provided at 15 schools. Some of these issues will depend on which schools are identified for USE classroom construction, and additional schools identified for Grade 10 USE stipends.

¹ Dormitory costs could be reported in the PPA Account or PPA could operate a special Dormitory account.

APPENDIX 7: CAPACITY BUILDING PROGRAMS AND OTHER WORKSHOPS

170. This appendix outlines the principal capacity building programs (ranging from teacher training to institutional capacity building programs) as well as other workshops, writeshops, and related activities foreseen in the project design to support completion of each of the outputs, sub-outputs, and activity areas. Specific but indicative planning parameters are presented in each of the tables below, following a description (adapted from Section I of the PAM’s main text) of the relevant sub-output and area.

24. Output 1: Expanded Access to Secondary Education

Sub-output 1A: Classroom Provision to Expand Physical Access

1A1 Construction of 30 new LSE schools which provide access to quality education

171. The PPTA has supported MOE and provincial and district education offices (PES and DEBs) in identifying new LSE school locations, which will reduce distance and travel time for students from the poorest communities. 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 reliable supplies of electricity and potable water supply and gender-segregated toilets/sanitation facilities (Appendix 4). Designs will be similar to those developed under BESDP, and will ensure access to disabled children. Procurement of LSE civil works will follow the procurement plan in Section VI.B; 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.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT I: EXPANDED ACCESS TO SECONDARY EDUCATION									
Sub-output 1A: Classroom provision to expand physical access									
Vientiane	P1A1(i) Workshop on LSE/USE Construction (2 days for 5 MOE, 5 Provinces, 10 Target Districts not in North or South) DoF MOE	40	40						
Savannakhet	P1A1(ii) Workshop on School Construction (1 day for 5 MOE, 5 Provinces and 10 Target Districts in South) DoF MOE	20		20					
Oudomxai	P1A1(ii) Workshop on School Construction (1 day for 5 MOE, 5 Provinces and 10 Target Districts in North) DoF MOE	20		20					

1A2 Expansion of USE classroom and laboratory facilities at 15 existing secondary schools

172. USE classroom construction will either expand an existing LSE school into a complete secondary school or will expand USE places in an already complete secondary school. Facilities will be provided at 1 site in each of 15 provinces holding noted 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 gender-segregated toilets accessible to disabled children. Procurement of USE civil works will follow the procurement plan in Section VI.B; the PES will be responsible for the process supported and supervised by the PMU, following announcement by MOE (PMU).

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT I: EXPANDED ACCESS TO SECONDARY EDUCATION									
Sub-output 1A: Classroom provision to expand physical access									
P1A2	training integrated with P1A1 activities								

1A3 Furniture packages for 30 LSE schools and new USE classrooms in 15 existing secondary schools

173. 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 curricula for grades 8-12 (in Lao PDR, denoted “M3-M7”, abbreviating *mattayom* 3-7; see also 2D1 and 2D2). Procurement of LSE and USE furniture and equipment will follow the procurement plan in Section VI.B, organized by the PMU.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT I: EXPANDED ACCESS TO SECONDARY EDUCATION									
Sub-output 1A: Classroom provision to expand physical access									
P1A3	training integrated with P1A1 activities								

Sub-output 1B: Direct Support for Disadvantaged Students

1B1 LSE baseline in 30 districts

174. During 2012, following initial training provided by the PMU with support from the Inclusive Education Center (IEC) and Education Statistics and Information Technology Center (ESITC), provincial and district staff will support school-level members of the pupil-parent associations (PPAs), village education development committees (VEDCs), and kumbans as appropriate to establish or confirm baseline data on feeder primary schools, including details of students by grade, gender, year of birth, ethnic group and language used at home, family economic status, and distance/time to the nearest school with Grades 6–9.

175. Some information about out of school children aged 11–14 will also be collected. Information collected in the LSE baseline will be used by the DEB to re-confirm sites for LSE Model 1 and Model 2 support identified by MOE during the PPTA, and provide a comprehensive list of Grade 4 students in 2011/12 who will form the pool of Grade 5 students in 2012/13 for possible LSE stipends in 2013/14.

176. In communities selected for new LSE construction, the PPA, VEDC, and kumban will undertake a more detailed study of all 11–14 year-olds in their community, including gender and ethnic group aspects and whether children have ever attended school, are currently attending primary or LSE schools, or have dropped out of school. For new LSE schools drawing students from feeder villages remote from the proposed school site, SESDP will support baseline data collection and consultation with village communities.¹

1B2 LSE stipends in selected communities of 30 districts

177. SESDP consultants will assist the IEC in revising guidelines and procedures developed under BESDP. Supported under sub-output 3C, suitable PPAs will be established or strengthened, with roles including supporting strong community supervision of stipend awards, attendance, and completion rates (Appendix 5). Stipend program guidelines (to be approved by MOE in discussion with ADB prior to any fund flows) will include specific procedures and requirements to ensure transparency and targeting to needy children, including provisions for posting information on school billboards, requiring children’s signed verification of fund receipt in liquidation documentation, and engaging the role of the PPA in various processes.

178. Indicatively 1,740 LSE stipends will be provided to the poorest students entering Grade 6 in 2013/14 in 30 new and 30 existing LSE schools in target districts: at least 50% shall be reserved for girls and 80% for ethnic group students. Stipends will be paid at the MOE-determined rate at the beginning of each semester in Grade 6 to Grade 9, with an incentive payment in the second semester in Grade 9 for stipend students completing Grade 9.

179. Community participation in baseline data collection will assist identification of poor families and selection of Grade 5 students in 2012/13 to be offered stipends for Grade 6 in 2013/14. This will also feed into a rigorous impact evaluation of LSE stipends under activity area 3D2.

1B3 USE baseline survey in 15 provinces

180. Training will be provided by the PMU with support from 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.

1B4 USE stipends in selected communities

¹ The age/grade/participation profile generated by the baseline provides a basis for monitoring changes in participation patterns in target districts.

181. Project consultants will assist the IEC in adapting SESDP LSE stipend procedures for use in the USE stipend program, including the roles of PPAs in target schools in areas such as providing community supervision of stipend awards, attendance, and completion rates.

182. The 15 communities that will receive USE classrooms will assist identification of eligible students completing Grade 9 in 2013/14 for entry into Grade 10 in 2014/15. An additional 25 USE schools in the same provinces will be allocated stipends and will also need to have or (re)establish an appropriate PPA to participate in the stipend program. Each of the 40 schools will be allocated roughly 30 stipends giving a total of indicatively 1,200 USE stipends, at least 50% shall be provided for girls and 80% for ethnic group students. Stipends will be paid at the MOE-determined rate at the beginning of each semester in grades 10-12 (M5-7).²

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT I: EXPANDED ACCESS TO SECONDARY EDUCATION									
Sub-output 1B: Direct support for disadvantaged students									
Vientiane	P1B1(i) SESDP Launch/Briefing for MOE/Provinces (2 days for 5 MOE, 15 Provinces and 2 per 10 Central Districts) IEC	80	80						
Savannakhet	P1B1(ii) SESDP Briefing for Participating Districts (2 days training for 5 MOE, 5 Provinces and 2 per 10 Southern Districts) IEC	60		60					
Oudomxai	P1B1(ii) SESDP Briefing for Participating Districts (2 days training for 5 MOE, 5 Provinces and 2 per 10 Northern Districts) IEC	60		60					

Sub-output 1C: School-level Support to Enhance Equitable Access

1C1 Low-cost community managed LSE dormitories

183. SESDP will support construction and community management of low-cost dormitories for LSE 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. 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). 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 labor and materials (e.g., using local materials to construct non-load-bearing divider walls, etc.), as well as ongoing 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.³ Cooking and feeding will be arranged through community management guidelines.

² No completion incentive payment proposed for USE stipends.

³ In addition to minor physical inputs such as internal partitions to the dormitories and ongoing maintenance, the community and PPA will be encouraged to provide other forms of support (e.g., food) to teachers living on-site for supervision and provision of remedial support (see 1C2 and 1C5) and other activities for boarders.

1C2 Remedial support for boarding students in 60 LSE schools

184. 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 students' 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. 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.

1C3 Access grants for 60 LSE schools

185. 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. SESDP will assist DSE in collaboration with DNFE to revise BESDP's Education Development Grant Program (EDGP) guidelines for SESDP's LSE access grants, 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. 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). 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.

1C4 Low-cost community managed USE dormitories

186. 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.

1C5 Remedial support for boarding students in schools receiving new USE classrooms

187. 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.

1C6 Access grants for 15 schools with USE

188. 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).

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1 2012	2 2013	3 2014	4 2015	5 2016	6 2017	7 2018
OUTPUT I: EXPANDED ACCESS TO SECONDARY EDUCATION									
Sub-output 1C: School-level support to enhance equitable access									
District/Schools (in up to 30 locations)	P1C1(i) SESDP Stipend/Dormitory/ P1C1(ii) Access Grants issues Output 1C training/capacity building integrated with Output 1A, 1B, (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).	DFNE MOE DFNE MOE	580		400	180			

25. Output 2: Improved Delivery of New SES Curricula

Sub-output 2A: Pre-service Training and Placement of New SES Teachers

2A1 Pre-service teacher training curriculum to be aligned with M1-M7 school curriculum and develop procedures for TEI QA accreditation system

189. In Lao PDR, there are currently 13 teacher training institutions (TTIs), consisting of 10 teacher education institutes (TEIs)—of which 8 are general TEIs, with 1 TEI specializing in arts and music and 1 specializing in physical education—along with 3 faculties of education (FOE) based at the National University of Laos and universities in Luang Prabang and Champassak. Two priorities are identified for further strengthening of capacity under the SESDP project: (i) the pre-service teacher training curriculum for lower and upper secondary teachers and the corresponding instructional resource capacity of TTIs needs to be developed to more closely align with the new M1 to M7 curriculum; and (ii) the system of quality assurance in TTIs needs to be further strengthened.

190. 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 qualification⁴. Under SEDP 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.

191. The ESQAC and DTE will be provided with consultancy support to develop the Quality Assurance procedures for accreditation of LSE and USE pre-service teacher training courses to ensure equivalency of standards between TEIs and FOEs.

192. TTI master trainers and senior staff will also participate in, and lead, capacity building workshops and trainings linked to introduction of the revised curriculum, in particular annual rounds of in-service teacher training for LSE teachers and (in subsequent years) USE teachers under sub-output 2B.

2A2 Curriculum resources and instructional materials for TEIs and FOEs

193. Instructional materials will be provided to all TTIs, with a priority on supply of resources for science—for all (currently 9) TEIs and FOEs offering SES science-related pre-service training—and for libraries that will enable teachers to learn more practical teaching approaches aligned to the new student-centered methodology (see also Appendix 17). Physical education and arts resources will also be provided to the respective specialist TEIs. All TEIs and FOEs will be provided with 4 complete sets of M3 to M7 textbooks and teacher guides at the same time as rollout and distribution to schools. Information and Communication Technology (ICT) learning resources developed by RIES under 2B2 will also be provided to TEIs to support pre-service training for delivery of the new LSE and USE curriculum.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2A: Pre-service training and placement of new SES teachers									
	P2A1 M1-M7 Pre-Service Curriculum Preparation workshops								
FOEs - NUOL (3 subjects), Champasak (1 subject), Luang Prabang (1 subject)	P2A1(i) Curriculum review and drafting of Curriculum Framework for M1-M7 Pre-Service teacher training (3 days for each of 5 subjects) DTE MOE	300	300						
FOEs - NUOL (3 subjects), Champasak (1 subject), Luang Prabang (1 subject)	P2A1(ii) drafting / writers workshop (5 writers workshops one for each of 5 subject strands x 10 subject specialists x 5 days) to draft and assign curriculum writing tasks to TEI subject teams DTE MOE	250	250						

⁴ LSE teacher qualification was earlier based on 11 years of schooling plus a 3 year post-secondary program (i.e., “11+3”). LSE and USE teacher qualifications are being upgraded to 12+3 for LSE and 12+4 for USE in 2011/2012.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1 2012	2 2013	3 2014	4 2015	5 2016	6 2017	7 2018
central level	P2A1(ii) Curriculum Development specialists for M3-M7 teacher training pre-service course (10) DTE MOE	600	300	300					
10 TEIs and 3 FOEs	P2A1(iii) TEI staff training / capacity development One workshop in each of 10 TEIs and 3 FOEs (13) for professional staff to review the new curriculum. Note: assume 5 staff and 14 subject in each TEI i.e. 70 professional staff + facilitators and MOE/RIES staff/observers (10) DTE MOE	2,080		2,080					
Vang Vieng management training center	P2A2(i) QA training workshop for Senior Managers in TEIs and FOEs (accreditation of BA course) - 2 days per year for three years (i) development of procedures and professional consultation (ii) preparation for the pilot / trial (iii) monitoring / feedback DTE MOE	240		80	80	80			

2A3 Trial graduate teacher placement scheme

194. Lao PDR has a system of salary-based incentives to promote civil servants' work in more remote areas. To complement such salary-based incentives, the Teacher Development and Management Policy Framework and Action Plan, 2010-15 (TDMPFAP; approved by the Prime Minister in September 2010) and related interim guidelines approved by the MOE Minister in March 2011 call for other measures to attract teachers to rural and underserved areas. Similarly, outcome 1 of MOE's Secondary Education Action Plan for 2011-15 (SEAP), calls for a series of activities including to "provide incentives for teachers to be deployed to rural and remote areas, such as accommodation allowances, travel allowances and other social welfare benefits". SESDP will support MOE to operationalize these policies. In particular, SESDP will assist MOE in piloting a Graduate Teacher Placement Scheme to encourage new science graduate teachers to work in poor ethnic area LSE schools in rural areas, to be launched in SY2013/14 (Appendix 8). Prior to that, the project will support MOE to develop the detailed design and implementation procedures for the Graduate Teacher Placement Scheme, building on the initial feasibility and preliminary design already undertaken under the PPTA. Pending that detailed design, it is indicatively foreseen that the Graduate Teacher Placement Scheme will be piloted in 5 of the 30 districts targeted under output 1, with a small number (indicatively 25 total) of newly graduated teachers selected, giving priority to female teachers and teachers from ethnic groups and subjects such as sciences. The scheme will include modest support interventions (including allowances for accommodation and travel and/or other cash and in-kind support) to be provided to support these graduates' relocation to and settling in specified underserved areas, with support provided for the first two years after teacher placement.

195. An M&E procedure will be designed for district and school-level audit and assessment of the impact of the Graduate Teacher Placement scheme, involving MOE staff monitoring visits and district-level monitoring meetings. Additionally, an evaluation of the scheme will be procured through the PMU to assess the effectiveness of such approaches in encouraging newly graduated teachers to teach in under-served areas, feasibility for scale up, critical sustainability factors, and procedures for regularizing of the scheme by MOE.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2A: Pre-service training and placement of new SES teachers									
	P2A3 Workshops to support implementation of New Graduate Teacher Placement Scheme								
MOE	P2A3(i) Initial consultation on modality DoP MOE	25	25						
MOE	P2A3(ii) launch of the implementation guidelines including selection criteria and procedures DoP MOE	120		120					
target districts (tbd)	P2A3(iii) District meetings for final selection DoP MOE	100		100					
target districts (tbd)	P2A3(iv) annual monitoring / audit meeting x 2 years (Y3 and Y4) DoP MOE	200			100	100			

2A4 Procedures and manuals for teacher recruitment and utilization, and teacher quality and performance

196. The SESDP will support the Department of Personnel (DOP) to develop procedural guidelines for teacher recruitment and utilization planning, which will replace the prior teacher quota system. ESQAC, in collaboration with DSE and DTE, has begun the design of a teacher quality and performance monitoring (TQPM) system, which aligns with the SOQ initiative. The project will provide support for development of monitoring guidelines to be used by DOP, PES and DEB as a basic tool for implementation of the TQPM system by 2014.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2A: Pre-service training and placement of new SES teachers									

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
Vang Vieng management training center	P2A4(i) Workshop for development of (i) Teacher Performance Monitoring and (ii) Teacher Recruitment and Utilization Plan for DOP and Senior Managers in TEIs / FOEs and PES - 2 days per year for three years (i) development of procedures and professional consultation (ii) preparation for the trial (iii) monitoring / feedback DTE MOE	360		120	120	120			

Sub-output 2B: In-service Teacher Training and Support

2B1 Delivery of M3-M7 curriculum in-service teacher training.

197. 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.

198. 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. In addition to details provided below, Appendix 10 provides a Summary Curriculum Delivery Capacity Building Plan.

199. 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.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2B: In-service teacher training and support									
Central	P2B1(i) Workshop to prepare M3 Teacher Training Manual RIES	225	225						

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
regional training centers (north, central, south)	P2B1(ii) M3 TOT workshop Training of all SPAs and TEI Master Trainers RIES	2,430	2,430						
provincial or districts training centers	P2B1(iii) M3 In-Service Teacher Training 5 days for 5 teachers from each LS school (one teacher for each subject strand) Assuming 1200 Secondary Schools DTE MOE	30,500	30,500						
Central	P2B1(iv) Workshop to prepare M4 Teacher Training Manual RIES	90		90					
regional training centers (north, central, south)	P2B1(v) M4 TOT workshop Training of all SPAs and TEI Master Trainers RIES	972		972					
provincial or districts training centers	P2B1(vi) M4 In-Service Teacher Training 5 days for 5 teachers from each LS school (one teacher for each subject strand) Assuming 1200 Secondary Schools DTE MOE	30,500		30,500					
Central	P2B1(vii) Workshop to revise M5 Teacher Training Manual (final) Revise based on review pilot training evaluation and M5 teacher feedback RIES	225			225				
regional training centers (north, central, south)	P2B1(viii) M5 TOT workshop (final) Training of all SPAs and TEI Master Trainers RIES	1,458			1,458				
FOEs and TEIs	P2B1(ix) M5 In-Service Teacher Training (final) 5 days summer school for 5 teachers from each US school (one teacher for each subject strand) Summer Schools run in the 7 TEIs and FOEs that deliver BA program Assuming 500 schools with US classes DTE MOE	12,750			12,750				
central	P2B1(x) Workshop to prepare M6 Teacher Training Manual RIES	135				135			
regional training centers (north, central, south)	P2B1(xi) M6 TOT workshop Training of all SPAs and TEI Master Trainers RIES	1,458				1,458			

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1 2012	2 2013	3 2014	4 2015	5 2016	6 2017	7 2018
FOEs and TEIs	P2B1(xii) M6 In-Service Teacher Training 5 days summer school for 5 teachers from each US school (one teacher for each subject strand) Summer Schools run in the 7 TEIs and FOEs that deliver BA program Assuming 500 schools with US classes DTE MOE	12,750				12,750			
central	P2B1(xiii) Workshop to prepare M7 Teacher Training Manual RIES	135				135			
regional training centers (north, central, south)	P2B1(xiv) M7 TOT workshop Training of all SPAs and TEI Master Trainers RIES	1,458				1,458			
FOEs and TEIs	P2B1(xv) M7 In-Service Teacher Training 5 days summer school for 5 teachers from each US school (one teacher for each subject strand) Summer Schools run in the 7 TEIs and FOEs that deliver BA program Assuming 500 schools with US classes DTE MOE	12,750				12,750			

2B2 RIES' development of materials to support teaching using appropriate ICT media (TV, radio, DVD, etc)

200. SESDP will provide capacity building for the RIES Education Media Unit to improve its development and delivery of TV, radio, and ICT media-based teaching and learning materials, following conduct of a capacity needs assessment and feasibility study. As 1 key focus, feeding into 2B4, TV and radio programs will be developed for use by SPAs in the delivery of school-based in-service teacher training for improved implementation of the new secondary school curriculum. This will help to overcome costs and other challenges associated with delivering central and provincial-based training that limit the number of participants, especially teachers from remote areas. Furthermore, teacher training programs delivered in or close to school sites will enable learning to be transferred more directly to the classroom and teachers will be able to establish professional networks with colleagues in their schools to share their new learning.

201. As part of SESDP's program and project support for "ICT-for-Lao PDR education" (ICT4LE), media-based teaching and learning materials will be developed by RIES Education Media Unit, initially for one secondary education core subject and use in the SPA Pilot (see 2B4). Following the analysis of the pilot phase, SESDP will support RIES in scaling-up ICT4LE materials development, to provide media-based materials for the 5 core secondary education subject strands.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1 2012	2 2013	3 2014	4 2015	5 2016	6 2017	7 2018
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2B: In-service teacher training and support									
RIES	P2B2(i) Findings from the ICT4LE capacity needs assessment and feasibility study RIES	50		50					
RIES	P2B2(ii) workshop for design of pilot ICT4LE implementation RIES	30		30					
RIES	P2B2(iii) workshop for development of multi-media materials for pilot ICT4LE implementation RIES	100			100				
RIES	P2B2(iv) Workshop on ICT4LE Lessons Learned including planning process of scaling up RIES	50				50			

2B3 Support for the Professional Development of Pedagogical Advisers

202. 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).

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1 2012	2 2013	3 2014	4 2015	5 2016	6 2017	7 2018
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2B: In-service teacher training and support									
regional training centers (north, central, south)	P2B3(i) Annual Regional Meeting for Secondary Pedagogical Advisers (SPAs) and Secondary Master Trainers DSE MOE	2,856	408	408	408	408	408	408	

2B4 SPA package to support the pilot ICT4LE

203. 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.

204. The 5 selected SPAs will participate in the piloting and evaluation of the education media resources developed by RIES. 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.

205. 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.

206. 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

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1 2012	2 2013	3 2014	4 2015	5 2016	6 2017	7 2018
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2B: In-service teacher training and support									
5 districts where pilot project schools are located (remote, poor ethnic areas)	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 MOE	375			375				
5 districts where pilot project schools are located (remote, poor ethnic areas)	P2B4(ii) ICT4LE review workshops to monitor progress with implementation and to further build capacity DSE MOE	200			100	100			

2B5 Teacher Upgrade Grants

207. 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 enroll 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. 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.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2B: In-service teacher training and support									
provincial training centers	P2B5(i) Teacher Upgrade grants (11+3 to BA) for 10 LS qualified science/math's and/or female teachers from poor ethnic group areas DTE MOE	1,260		420	420	420			

Sub-output 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

208. 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): see also Tables 2-3 further below.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2C: New curricula materials (textbooks and teacher guides)									
MOE	P2C1(i) M3 and M4 curriculum materials CRC readiness check RIES	40	40						

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

209. 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.

210. 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.

211. 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.

212. 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).

213. 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.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1 2012	2 2013	3 2014	4 2015	5 2016	6 2017	7 2018
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2C: New curricula materials (textbooks and teacher guides)									
MOE	P2C2(i) M5 (1st edition) curriculum materials CRC readiness check RIES	72	72						
MOE	P2C2(ii) M5 (2nd edition) curriculum materials review RIES	80		80					
MOE	P2C2(iii) M5 (2nd edition) curriculum materials revision workshop 1 RIES	200		200					
MOE	P2C2(iv) M5 (2nd edition) curriculum materials testing RIES	70		70					
MOE	P2C2(v) M5 (2nd edition) curriculum materials CACIM workshop RIES	120		120					
MOE	P2C2(vi) M5 (2nd edition) curriculum materials CRC readiness check RIES	72		72					

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
MOE	P2C2(vii) M6 curriculum materials review RIES	80			80				
MOE	P2C2(viii) M6 curriculum materials development workshop RIES	200			200				
MOE	P2C2(ix) M6 curriculum materials testing RIES	70			70				
MOE	P2C2(x) M6 curriculum materials CACIM workshop RIES	120			120				
MOE	P2C2(xi) M6 curriculum materials CRC readiness check RIES	72			72				
MOE	P2C2(xii) M7 curriculum materials review RIES	80			80				
MOE	P2C2(xiii) M7 curriculum materials development workshop RIES	200			200				
MOE	P2C2(xiv) M7 curriculum materials testing RIES	70			70				
MOE	P2C2(xv) M7 curriculum materials CACIM workshop RIES	120			120				
MOE	P2C2(xvi) M7 curriculum materials CRC readiness check RIES	72			72				

2C3 M5 curriculum materials piloted in 15 SE schools in 5 target provinces

214. 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.

215. 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.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2C: New curricula materials (textbooks and teacher guides)									
central	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 RIES	250	250						
FOEs and TEIs	P2C3(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 DTE MOE	975	975						
DSE	P2C3(iii) M5 In-Service Teacher Training (pilot) monitoring and evaluation visits 7 days per province x 3 provinces / 15 schools with M5 14 member monitoring team DTE MOE	294		294					

Sub-output 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

216. A basic set of teaching and learning resources will be provided for all new LSE schools constructed under SESDP—this will include M1 and M2 textbooks and teacher guides, since these new schools will not have been included in national distribution. Basic science equipment and laboratory facilities will also be provided to each newly constructed LSE School, including instructional materials for physics, biology, and chemistry, and library resources. The priority will be on the supply of science and library resources that can most cost-effectively improve student understanding, practical application of learning, and self-study opportunities. RIES with DSE will be responsible for review of the technical lists of equipment and learning materials (see also 2D3). Procurement of the equipment and materials will follow the procurement plan in Section VI.B. The PMU will be responsible for the procurement process and distribution.

2D2 Provide basic materials/equipment for Arts/Music/Physical Education

217. An additional set of teaching and learning resources for arts and music kits will be provided to 30 new LSE schools constructed under the SESDP. Procurement of the arts/music/physical education equipment and materials will follow the procurement plan in Section VI.B, with the PMU responsible for the procurement process and distribution.

2D3 Provide science equipment and materials for 15 existing SE schools to support USE instruction by 2017

218. Basic science equipment will be provided to 15 newly constructed USE classroom blocks, including instructional materials for physics, biology chemistry, library resources, physical education kits, and arts and music kits. As with LSE kits, priority will be on supply of science and library resources that can most cost-effectively improve student understanding, practical application of learning, and self-study opportunities. RIES with DSE will be responsible for review of the technical lists of equipment and learning materials: indicative lists for science equipment are included in Appendix 17. Procurement will follow the procurement plan in Section VI.B, with the PMU taking lead responsibility.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2D: Teaching and learning equipment and materials									
2D1, 2D2 and 2D3		no training associated with this sub-output							

Sub-output 2E: Support for Improved Student Assessment

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

219. 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. 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.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
Sub-output 2E: Support for improved student assessment									
MOE / ESQAC	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 ESQAC	180		90	90				

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

220. 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.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT 2: IMPROVED DELIVERY OF NEW SES CURRICULA									
Sub-output 2E: Support for improved student assessment									
MOE / ESQAC	P2E2(i) Development of M4 Assessment of Student Learning Outcomes in 2014 ESQAC	125			125				
MOE / ESQAC	P2E2(ii) Development of M7 Assessment of Student Learning Outcomes in 2017 ESQAC	125						125	

26. Output 3. Strengthen SES Management

221. The Program will contribute to strengthened SES management by supporting SES analysis, capacity building for improved subsector management at all administrative levels, community engagement in school support and management in target LSE and USE schools, and M&E including an impact evaluation of the LSE stipend program, and project management.

Sub-output 3A: Support for Enhanced Subsector Analysis

3A1 Institutional analysis of SES and in-depth LSE needs assessment

222. There will be a need to update the analyses carried out under ESDF, SEAP and the SESDP PPTA to ensure that activities planned under 3B1 are still aligned with recent developments maximize complementarity with other initiatives. This will be particularly necessary in the 30 districts where SESDP and the FTI project will both be working with PES and DEBs. 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, who will also collect data through a rapid review at the local level⁵ and a validation meeting at central level. Project consultants will support the overall process.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3A: Support for enhanced sub-sector analysis									
Central	P3A1(i) Workshop to review documents and design institutional analysis and needs assessment update (5-day workshop for 20 persons) DOP MOE	100	100	-	-	-	-	-	-
Province	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	60	60	-	-	-	-	-	-
District	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, South)) DOP MOE	60	60	-	-	-	-	-	-
Central	P3A1(iv) Update report validation meeting (1 day meeting for 20 people) DOP MOE	20	20	-	-	-	-	-	-

3A2 Updated LSE and USE school network mapping

223. 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. National and international consultants will support design and training aspects of the school-network mapping program, which will take into account kumban village clustering.

224. Incorporating tools and experiences from school network mapping in the initial 30 districts, the nationwide mapping program will begin with

⁵ Three provinces (1 in each of the North, Central and South) and 2 districts in each of these provinces will be visited.

a 5-day central workshop to train 17 provincial staff in school-network mapping techniques. This trained group will then train 143 district staff through 5-day provincial-level workshops in these techniques. The training will build capacity for DEB and PES staff to (i) assist VEDC and kumban members in identifying options for access to LSE and (ii) support more rigorous planning for LSE and USE expansion. Following extensive data collection, data will be analyzed and a report prepared for each province during a 5-day provincial-level workshop. These activities will directly feed into fulfillment of the related 2013 policy action under the program loan.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1 2012	2 2013	3 2014	4 2015	5 2016	6 2017	7 2018
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3A: Support for enhanced sub-sector analysis									
Central	P3A2(i) 5-day workshop to train 17 provincial staff for school network mapping nationwide as master trainers ESITC MOE	85	85	-	-	-	-	-	-
Province	P3A2(ii) 5-day training of 143 district staff by master trainers supported by national trainers as required in 3 regions ESITC MOE	715	715	-	-	-	-	-	-
District	P3A2(iii) 10 day school mapping exercises at district level (Field activity) in 143 districts ESITC MOE	1,430	1,430	-	-	-	-	-	-
Province	P3A2(iv) 5-day work shops to aggregate provincial mapping data in 17 provinces ESITC MOE	800	800	-	-	-	-	-	-

3A3 Assessment of existing SES-related MIS, action plan and implementation

225. 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 integrating 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 who 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 integrating of MIS systems; and the strengthening of PMIS and FMIS staff capacities.

3A4 Detailed needs analysis USE in 15 provinces

226. In parallel with school network mapping, ESITC will support PES and DEBs to undertake a broader and detailed USE needs analysis in 15 provinces, to assist in the confirmation of USE school locations in both districts and provinces identified during the PPTA and broader planning.

location (if known)	Program / Activity and Lead Actor(s)	person days						
		Total	Project/Calendar Year					

			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3A: Support for enhanced sub-sector analysis									
Central	P3A3(i) 3-day workshop to review and supplement recent analyses of existing LSE related MIS ESITC MOE	60	60	-	-	-	-	-	-
Province, District	P3A3(ii) Prepare detailed plan for better integrating of EMIS systems in 2012 and review progress in 2013 ESITC MOE	180	90	90	-	-	-	-	-
District	P3A3(iii) Strengthen PMIS staff skills capacity in identified areas (see P3A1) in MOE (13 staff) and 17 provinces (1 staff per province) DOP MOE P3A4(i) Detailed needs analysis of LSE in 30 Districts and USE in target areas (see P1) ESITC MOE	180	90	90	-	-	-	-	-

Sub-output 3B: Capacity Building for SES staff at all levels

3B1 Phased, multi-modal capacity building for education sector staff at central, provincial/local levels and secondary school principals

227. 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, with details provided below. 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).

228. 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.

229. 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.

230. 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

location (if known)	Program / Activity and Lead Actor(s)	person days	
		Total	Project/Calendar Year

			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3B: Capacity building for SES staff at all levels									
Central	P3B1(i) 2 x 5-day workshops to build planning capacity at the secondary education level DSE MOE	1,920	960	-	960	-	-		-
Central, Province, District	P3B1(ii) 2 x 5-day workshops QA workshops DOP/ESQAC	1,920	960		960				
Central, Province, District	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	1,920	960		960				
Central, Province	P3B1(iv) Secondary Education 7 days of workshopstraining for DEB, PES and DSE staff as determined by 3A1(i) DSE MOE	2,310	2,310						
Central, Province	P3B1(v) 2 x 5 day workshops/training for PMU and PMI staff on Project Management as determined by 3A1(i) DSE MOE	480	240	-	240	-	-		-
	P3B1(vi) 2 x 5 day monitoring and evaluation workshops / training DOI / DSE	1,920	960	-	960	-	-		-
	P3B1(vii) 5-day workshops (5 days each) to revise the Manuals for Working Procedures for MOE departments , PES and DEB DOP / DSE	750	750	-	-	-	-		-
Province, District	P3B1(viii) Initial 5-day workshops on school improvement planning with educational leadership emphasis for all school directors DSE MOE	6,000	6,000	-	-	-	-		-
District	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	4,800	-	1,200	1,200	1,200	1,200		

3B2 Communication/dissemination advocacy strategy developed and launched

231. 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.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7

			2012	2013	2014	2015	2016	2017	2018
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3B: Capacity building for SES staff at all levels									
Central	P3B2(i) 5-day workshop to develop draft communication/ dissemination/ advocacy strategy with participation of 22 national and provincial stakeholders DSE / RIES	110	110		-	-	-		-
Province	P3B2(ii) 2-day consultation on draft strategy in 3 regions (North, Central and South). 30 participants in each region. DSE / RIES	90	90	-	-	-	-		-
Central	P3B2(iii) 2-day validation meeting with representation from 3 regions and non-MOE stakeholders DSE / RIES	80	-	80	-	-	-		-
Central	P3B2(iv) 5 day workshop to train MOE and 17 PES and 17 information officers DSE / RIES	220	-	220	-	-	-		-
Central	P3B2(v) National event for 40 participants to launch strategy DSE / RIES	40	40						

3B3 Support for the implementation of the Strategy Plan for Private Education Promotion 2010–2020

232. 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, 2010-2010.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3B: Capacity building for SES staff at all levels									
	P3B3(i) Development of a decree on private sector management DPEM MOE	750	500	250			-		-
Central, regional	P3B3(ii) Facilitate 4 focus group meetings on business investment in private education DPEM MOE	120	120	-	-	-	-		-
Central, regional	P3B3(iii) Facilitate 4 focus group meetings on NGO and non-profit making organizations to contribute investment in private education especially in remote areas DPEM MOE	120	120						

3B4 Development of a strategy and policy on “ICT-for-Lao PDR Education”

233. 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).

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3B: Capacity building for SES staff at all levels									
Central	P3B4(i) 5 workshop days for 22 participants to develop draft ICT4LE policy DSE MOE	110	110		-	-	-	-	
Province	P3B4(ii) 2-day consultation for 15 participants on draft policy in 3 regions DSE MOE	90	90	-	-	-	-	-	
Central	P3B4(iii) 2-day validation meeting with representation from 3 regions DSE MOE	80	-	80	-	-	-	-	
Central	P3B4(iv) 1 day national event for 40 participants to launch policy DSE MOE	40	40						

Sub-output 3C: Community Engagement in School Support and Management

3C1 Establish pupil-parent associations and build their capacity

234. 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.

location (if known)	Program / Activity and Lead Actor(s)	person days
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		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3C: Support for community engagement in school support and management in target LSE and USE schools									
Central	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	240	240	-	-	-	-	-	-
District, school	P3C1(ii) Establish new committees or reconstitute where necessary (Training activity for committees) DSE/DNFE	812	812	-	-	-	-	-	-
School	P3C1(iii) 2-day capacity building workshops for school management committee members DSE/DNFE	1,624	1,624	-	-	-	-	-	-
District	P3C1(iv) Annual 2-day experience sharing meetings for school management committee members at district level x 5 DSE/DNFE	8,120	-	1,624	1,624	1,624	1,624	1,624	
Savannakhet	P3C1(v) Support for Community Engagement (TOT) DSE/DNFE	40		40					
Oudomxai	P3C1(vi) Support for Community Engagement (TOT) DSE/DNFE	40		40					
Vientiane	P3C1(vii) Support for Community Engagement (TOT) DSE/DNFE	40		40					
District/Schools (multiple locations)	P3C1(viii) Community training, briefing, monitoring issues DSE/DNFE <i>(assume 5*30 meetings over Project life)</i>	3,000		600	600	600	600	600	

Sub-output 3D: Monitoring and Evaluation

3D1 M&E implemented throughout the project with data feeding into Performance Assessment Framework

235. 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. Section IX gives more details of M&E activities throughout the Project.

236. The comprehensive SESDP baseline study to be completed by end 2012 will include relevant quantitative and qualitative data identified by MOE and the international and national M&E consultants, with contributions from other consultants (in particular those supporting grant and stipend initiatives and the gender/social development consultants).

3D2 Independent impact evaluation study

237. 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 measuring the effect the LSE stipend program. The impact evaluation will indicatively involve 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 SY2012/13 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 to USE. Appendix 11 provides an indicative framework for the design of the impact evaluation study.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3D: Monitoring and evaluation and special study									
3D1	M&E training and capacity building will be integrated within Output 3A, 3B and 3C activities								
3D2	No training associated with this sub-output but independent evaluation linked to project monitoring								

Sub-output 3E: Support for Project Implementation

238. MOE will provide office accommodation (including utilities) for the PMU and a project consultant office, as well as indicatively 4 full-time PMU staff (including the PMU Head and 3 technical staff seconded from MOE). The grant will support project implementation throughout its duration, including equipment, transport, contractual staff and in-country travel such as for M&E. In addition to technical support provided by international and national consultants, PMU staff seconded from MOE will be augmented by locally contracted individuals funded by the project, indicatively: (i) 3 professional-level individuals (a Procurement Officer, Finance Officer, and Monitoring and Reporting Officer); and (ii) 3 administrative and general staff (tentatively 1 secretarial staff and 2 drivers). The implementation consultants and contractual PMU staff will conduct a needs assessment of the PMU and IUs, and will provide needs-driven capacity building and training on aspects such as financial management, procurement processes, etc. in early phases and as needed throughout the course of the project. In addition, the PMU will also engage outside entities to conduct studies and surveys. Further details are given under Project Implementation Arrangements.

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
OUTPUT 3: STRENGTHENED SES MANAGEMENT									
Sub-output 3E: Support for project management									

location (if known)	Program / Activity and Lead Actor(s)	person days							
		Total	Project/Calendar Year						
			1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018	
3E1	no fixed training associated with this sub-output (see above regarding flexible, needs-driven capacity building, as needed throughout the project).								

APPENDIX 8: TEACHER PLACEMENT SCHEME: BACKGROUND PAPER

Supplementary Paper: Incentives for Recruitment, Deployment and Retention of Qualified Male and Female Teachers to Underserved Areas

The ADB BESDP II concept note includes reference to a program intervention developed to explore the feasibility of a focused pilot test of incentive mechanisms for rural teacher deployment linked to policy reforms. This paper presents an initial design for a pilot teacher placement scheme, which may be trialed in target districts with support under SESDP (formerly titled BESDP II) for implementation and evaluation.

Background A key barrier to achieving the goal of providing quality secondary school education in Lao is the difficulty of recruiting teachers to under-served areas of the country. Teachers are least attracted to areas where living and working conditions are more challenging and supplementary allowances have not provided sufficient incentive. The quota system has not proved effective as a mechanism for deployment of teachers to areas of need and neither have the existing incentive and contract schemes solved the problems of undersupply of teachers to poor ethnic areas. The MOE recognizes that the living and working conditions and salaries of teachers are crucial factors that need to be addressed; in particular to attract secondary school teachers to underserved areas of the country.

The UNESCO Secondary Teacher study (2009) draws attention to the complexities of providing quality education to poor ethnic communities: “*ensuring educational provision for these disadvantaged populations is not a simple question of extending existing policies and extrapolating existing costs*”. In addition to geographical barriers for students to access school, small school size and language issues, marginal costs of educating children in these areas at primary school and even more so at secondary level will be higher than the national average.

One challenge which the MOE faces in improving teacher recruitment and deployment to underserved areas is to balance additional costs of staffing rural schools with incentives that are sufficiently attractive enough to persuade teachers to take up appointments. Another challenge that will need to be carefully considered is how to ensure that teachers who are already working in under-served areas are not de-motivated if additional placement-related support, working conditions and allowances are applied only to new graduates

It cannot necessarily be assumed that the same placement-related support measures should apply across the country and from district to district. Therefore any review may need to consider alternative options for teacher incentives and other support. Also, the situation will change over time and therefore it is essential that the graduate teacher placement scheme should be regularly reviewed within a broader teacher pay review process¹. Clear guidelines and selection criteria will be needed to ensure that the placement-related measures are correctly targeted. A monitoring system will be needed to ensure that the system is both efficient and performance related.

During field visits to Savannakhet and Sekong provinces teachers and district officials were asked for their views on the kind of measures that might attract secondary teachers to work in poor underserved areas. Discussion and observation of the localities prompted the following suggestions for targeted support:

Cash-based support: - end of year bonus; pay three months salary advance at the beginning of the school year for new graduate teachers to relocate, establish themselves and set up home; raise the percentage allowance for remote teacher posts; provide allowance for installation of new teachers and cost for accompanying to the post when the teacher needs a guide to show them the way; transportation at start and end of vacation from the district to the provincial center for teachers to be able to visit their family

¹ Reference to relevant TESAP activities relating to teacher salaries and career structure and progress status

In-kind support - satellite dish, TV and VCD for setting up a district resource center plus water powered generator (imported); phone / sim access for teachers in remote locations donated by telecom provider as an example of PPP and corporate social responsibility; provide teacher accommodation to meet a basic minimum standard with facilities (water, electricity, etc); provide transport to take new teachers and their belongings to their school

**INITIAL DESIGN FOR A PILOT GRADUATE TEACHER PLACEMENT SCHEME:
Placement-related support for recruitment, deployment and retention of qualified female and male secondary school teachers in poor ethnic group areas**

The pilot graduate teacher placement scheme (which tests enhancements to existing teacher incentive schemes) is designed to address the challenge of encouraging qualified graduate teachers to work in rural and hard-to-reach areas, to encourage US school graduates from underserved areas to train as teachers and return to their home district to teach, and to retain experienced teachers in the underserved areas.

Aim of the Pilot Graduate Teacher Placement Scheme: to trial and evaluate the pilot scheme's effect on recruitment, deployment and retention of teachers to poor ethnic group areas.

Expected Outcomes:

- increase in recruitment of graduates from US schools in underserved poor ethnic group areas to enroll in TEI;
- increase in the number of graduate teachers who take up teaching posts in poor ethnic group areas, including those on rural quota stipends who return to their home district to teach; and
- improve the retention period of experienced teachers working in rural poor ethnic areas

Background

Existing salary-based incentives for teaching in remote areas are 15% additional salary for moderately remote schools, 20% for more remote schools and 25% additional salary for most remote schools. Each district categorizes schools by remoteness. Stipends provided to secondary school graduates from some rural areas have been effective and teachers have returned to the village but others do not fulfill the commitment. Village communities provide rice and accommodation for teachers. PES' have proposed to the MOE that salaries and allowances for teachers working in remote schools should be increased.

The SEAP 2010 (draft) and the TDMP (2010) include specific reference to incentives and other arrangements for secondary school teachers working in underserved areas of the country.

SE Action Plan (SEAP draft 2010)	TDMP (2010)
Lower Secondary Program 2: Adequately address the problem of teacher shortages in certain subjects and geographic areas. 2.5 Provide incentives for teachers to upgrade their qualifications. 2.6 Increase the quota for graduates from ethnic groups to enroll in teacher training colleges. 2.7 Provide incentives for teachers to be deployed to rural and remote areas such as accommodation allowances, travel allowances, and other social welfare benefits.	Output 3.1 Increase in Teacher Compensation (i) Raise salaries of teachers by preparing legislation on new salary structure for teachers, which will consider: teachers receiving more allowances when they teach more grades or levels, improve payment system especially for teachers who work in remote areas to ensure on time payment of salaries. Output 3.2 Convenience facilities are provided to teachers for them to perform their jobs (i) Set-up regulation to provide facilities for teachers to make their living and working conditions convenient.

The SEAP (draft) outlines three key management issues:

- Equitable deployment and distribution of better qualified teachers across urban, rural and remote schools.
- Introduce new conditionalities related to remote and difficult postings including 100% housing allowances and newly posted teachers receiving a payment in advance of taking up their post.
- Identify specific school postings for trainee teachers at the beginning of training linked to a signed agreement to take up the post within the identified school.

Implementation of a procedure for contracting of teachers to specific school postings early in their teacher training course will be problematic because (i) the administration would not be able to reasonably determine vacancies further than one year in advance, and (ii) it is difficult to make a signed agreement binding.

Increasing the quota of graduates from ethnic group areas is dependent on US student completion rates from those under-served areas, and of students reaching the required entry standard and being motivated to enter the teaching profession.

The TDMP describes the situation in Lao PDR where teachers' salaries are very low compared to neighboring countries in the region; teacher allowances for remote, isolated or mountainous area posts are not attractive enough compared to comforts of urban living; and, there is a wide gap in the living conditions and facilities for teachers in rural and remote areas compared to those of teachers in urban areas.

One of the goals stated in the TDMP is "to ensure that the current teaching force is retained through the setting up of proper systems for incentives, promotion and career development. Teachers who are assigned to work in rural and remote areas should be provided with reasonable incentives and training opportunities for continuous upgrading". Component 3 of the TDMP focuses on upgrading of compensation, benefits and incentives. The TESAP review (MOE, 2011) reports that "Output 5.3 Remote areas special fund for teachers established" has not been completed apart from the drafting of a set of procedures for the establishment, investment and use of the special funds. No funding sources have been identified.

Locality Allowances may be proposed which define alternative arrangements and options appropriate to different areas and individual circumstances. For newly posted teachers a one-off basic payment may be made in advance, before taking up their post, to pay for re-location costs. The provision would have to be secured by a commitment from the teacher either by arranging payment on signing of a permanent staff contract or by arranging payment on arrival at the school. The 100% housing allowance proposed in the SEAP (draft 2010) may be appropriate for a teacher who is far from their home village but another incentive may be applicable to a teacher who returns to her home village to teach. The housing allowance may specify the expected minimum standard of accommodation to be provided by the local community. Where a community is requested to provide housing for teachers the PES and DEBs explained that there is some concern among communities about how an in-kind contribution can be equitably distributed. All communities in a school catchment area should contribute to the construction so that the community where the school is located does not have to carry the whole burden.

Future Policy Actions that may be supported by SESDP

The design and viability of the pilot Graduate Teacher Placement Scheme, undertaken during the project preparation, identifies options which may be considered by DOP for approval by MOE and subsequent trialing during the SESDP project period. Further detailed design and preparation would have to be undertaken including all legal and regulatory requirements. Consideration would need to be given to the sustainability of the scheme beyond the lifetime of SESDP and potential for scaling up and embedding within a broader Career Development Plan. Monitoring and evaluation procedures would need to be established as well as clear selection criteria and safeguards to ensure that the placement-related measures reach the most deserving teachers.

SESDP could assist with:

- piloting of the Graduate Teacher Placement Scheme for teachers working in underserved and poor ethnic group areas²

² DMF Target: New policy adopted on incentives for rural teacher deployment, and selected mechanisms successfully piloted in the deployment of at least NN teachers. NOTE: an activity needs to be included in the DMF to match this target.

- implementation of the TDMP including review and revision of existing decrees/regulations and operational guidelines
- system performance monitoring including a tracking system for recruitment, deployment and retention of teachers, career progression
- advice on teacher pay reforms including financial and in-kind incentive allowances and support for development of procedures and capacity development for roll-out of a teacher career structure including pay reform.

Scale and Scope

The target districts would be the starting point for selection of trial schools.

Guidelines would be drafted to define the procedures, specific support measures, selection criteria for selection of support measures to be tested and of beneficiaries, and implementation process including monitoring of impact and overall effectiveness.

The target group for trialing of the Graduate Teacher Placement Scheme would be identified based on a clear set of criteria which address the root cause of teacher shortages in poor ethnic areas.

Thorough monitoring and rigorous evaluation implementation of the Graduate Teacher Placement Scheme should be implemented throughout SESDP.

STRATEGIES AND PLACEMENT-RELATED SUPPORT TO ENCOURAGE TEACHERS TO TEACH IN UNDERSERVED AREAS INCLUDING RURAL AND POOR ETHNIC GROUP AREAS

<p>Recruitment of graduates from Upper Secondary School to TEI/FOE <u>Issue 1:</u> TEI selection / recruitment of graduates from rural LSE and USE schools US graduates from rural areas are unaware of the TEI application process US graduates do not have the opportunity to take the TEI entrance exam Shortage of US graduates who are able to meet the TEI/FOE entry requirements US graduates from rural areas have less success in TEI entrance exam</p>
<p><u>Proposed Strategies and Placement-Related Measures</u> that may be considered for TEI selection/recruitment of graduates from rural LSE and USE schools</p> <ul style="list-style-type: none"> ▪ Village leaders and DEB should be involved in selection and recruitment of US graduates from underserved areas into TEI ▪ Ensure that graduates from rural USE schools are provided with careers advice about teaching as an option ▪ Make it easier for graduates from rural USE schools to sit the TEI entrance exams ▪ Make special allowance for graduates from rural USE schools who do not meet the selection criteria for entrance to TEI – preparation classes in summer school ▪ Provide additional quota targeted to meet specific shortage criteria e.g. subject shortages and ethnic group shortages ▪ Review effectiveness and efficiency of stipends and bonded contract schemes for graduates from rural USE schools to gain admission to TEI and pilot alternative schemes for contracting and incentivizing against the targeted shortage criteria, including consideration of performance/results based conditional cash grants to students and to TEIs.
<p>Recruitment of new graduates from TEI/FOE into schools in poor ethnic areas <u>Issue 2:</u> Deployment of TEI graduates to rural, poor LSE and USE schools Lack of quota places for new graduates as quota places are used to absorb volunteer teachers³ Delay in recruitment and appointments process More attractive employment opportunities in private sector and private schools Contractual conditions disregarded and not enforceable Existing placement-related incentives are inadequate to attract teachers to underserved areas and US subject shortage</p>

³ The quota system will be removed in the near future, pending preparation of the guidelines and directives for implementation of an alternative recruitment and deployment process. (DOP TDMP 2010)

teachers

Proposed Strategies and Placement-related Measures that may be considered for PES and DEB⁴ selection/recruitment of graduates from TEI and FOE to underserved LSE and USE schools in rural and poor ethnic group areas

MOE through the PES and DEB should provide a guarantee of provisional Civil Service appointment to new graduate teachers, confirmed on permanent status after satisfactory completion of the first year of teaching.

TEI should provide orientation as part of TEI graduate exit workshop – new graduates posted to remote areas given basic skills orientation for survival in work /daily life in remote areas

DEB and TEI should provide orientation program to the communities on how to provide support to new graduate teachers (BEGP model).

DEB to assist with selection and deployment of new graduates to underserved areas

Ensure salaries and remote teacher allowances are paid on time

Provide a conditional cash bonus after “x” years of teaching in an underserved area.

For teachers willing to re-locate to remote and under-served areas:

- Prioritize and fast track teacher appointments
- Waive the requirement to take post graduate selection test
- Payment of a one-off mobilization and re-location allowance for transport to the remote area and basic household provisions.
- Provide adequate housing for teachers in underserved areas
- Provide solar / mini-hydro power unit
- Prioritize provision of teaching resources to underserved schools
- Give publicity to teachers working in remote areas and promote their stories in the media to give recognition
- Invite teachers from remote areas to a one week provincial training/meeting annually to enable them to network and to update on developments in education and other current affairs to reduce their isolation.

Placement-related measures to retain experienced teachers working in schools in poor ethnic areas

Issue 3: Retention of teachers for +2 years teaching experience in rural, poor LS /US schools

Proposed Strategies and Placement-related Measures that may be considered as bonus payment for teachers who teach for more than 2 years in LS and US schools in rural poor ethnic group areas

Retain **existing qualified teachers** through bonus scheme support including locality allowances, teaching support materials and annual mobilization provision at the beginning and end of the school year.

Support for **upgrade of under-qualified teachers** including locality allowance, access to upgrade training stipends, upgrade programs delivered in targeted district centers, access to multi-media education programs (TV, radio, DVD and mobile phone)

Provide orientation / preparedness programs for teaching in remote areas in TEI/FOE programs and provide parallel community-based orientation to support teachers in target districts and schools

Appoint a school based mentor/pedagogical adviser in remote schools with access to additional teaching /media resources. Support the development of the school as a community learning center to raise the status of teachers in the community and to raise the value of education in the community.

Teachers appointed to schools in remote areas should receive salary 3 months in advance including a Mobilisation allowance and subsequent quarterly payments in advance to limit need to travel to the district or provincial center to receive pay each month.

Housing allowances where applicable should be paid in advance with salary.

TEI/FOE with high success rate in trainee course completion and appointments to specified underserved districts / schools and in subject shortages should receive an annual allowance for travel to undertake supervision-monitoring visits to schools in remote areas and for procurement of additional instructional materials.

Case Study – Provincial Field Visit (February 2011)

These are the difficulties reported by teachers and district officials in one remote mountainous district of Lao PDR

⁴ Reference to roles and responsibilities mandated to PES and DEB will be described by DOP in the Guidelines for TDMP implementation in management and pedagogical support to secondary schools

- Communication between district and province, and district and village is not effective.
- Village locations are scattered and distances between villages are long.
- Enrolment rates are still low including low female enrolment and recruitment of teachers to school is difficult.
- Capacity and qualification of staff does not match their level of responsibilities
- Population in some parts are not aware of the value and importance of education so they do not encourage children to attend school.
- Morale of staff is not strong, salary is low compared to business and general economy. There are few employment opportunities in the area.
- Some teachers do not report to their assigned school to take up their post.
- Teachers prefer an easier location for living and working
- When the teachers' children are sick they may be absent from school for 1-2 months
- Deployment of teachers cannot meet the PTR
- Schools in some areas have no trained teachers.
- Some villages have no road access and communications and transport are difficult
- There is telephone connectivity, TV signal and electricity in the district center. Internet access is slow. There are 5 village health centers in the district and one hospital. Some villages have an imported water powered generator.

School Construction is easy but teacher supply is difficult.

The construction plans are developed on the basis of village clusters. The number of students is calculated and a site selected for access to facilities, communication and road access.

Supply of teachers is the real challenge.

Proposed Options for Remote Teacher Placement Support:

- end of year bonus
 - satellite dish, TV and VCD for setting up a district resource center plus water powered generator (imported)
 - phone /sim access (subsidy/promotion for teachers in remote locations by telecom) provider as an example of PPP and corporate social responsibility)
 - Provide three months salary advance at the beginning of the school year for new graduate teachers to relocate, establish themselves and set up home. Rationale: poor teachers have to be self sufficient for food and accommodation with no support. They receive a phone call with instructions to report to the school provided by district or school. They may wait for 3 months or up to 8 months before receiving their first salary payment
 - Raise the percentage allowance for remote teacher posts.
 - Provide allowance for installation of new teachers and cost for accompanying to the post when the teacher needs a guide to show them the way
 - transportation allowance at start and end of vacation from the district to the provincial center for teachers to be able to visit their family. Teachers can make their own transport arrangements once they reach the provincial center.
- Costs in Kileum District, Sekong Province:
 500,000 kip per boat in the rainy season
 60,000 kip per person by road in the dry season
- Provide teacher accommodation to meet a basic minimum standard with facilities (water, electricity, etc)
 - Provide transport to take new teachers and their belongings to their school

APPENDIX 9: M3-M7 TEXTBOOK AND TEACHING GUIDE PRINTING, PACKAGING AND DISTRIBUTION PROGRAM

SESDP supports the roll-out of the new M3 to M7. In particular it is providing textbooks and teaching guides to all government secondary schools and a selection of private schools. Table 9.1 summarizes the assumptions upon which the program is based, and indicates the magnitude of the process. Over the first five years of the program, from 2012 to 2016, a total of 2,884,326 textbooks will be printed, packaged into 267,804 sets and delivered to all government secondary schools and a selection of private schools, TEIs, FOEs and the MOE. Over the same period an additional 284,156 teaching guides will be printed, packaged into 24,478 sets and distributed to the same destinations.

Table 9.1 details the printing, packaging and distribution program with respect to each of the M3 to M7 curricula. Tables 9.2 and 9.3 trace the printing, packaging and distribution schedule that this program will entail, and Figure 9.1 illustrates the process involved in each year to move from the preparation of textbooks and teaching guides to their distribution in schools

Table 9.1 M3-M7 textbook and teaching guide printing, packaging and delivery program

Curriculum	no. of titles per set	allocation	est. no. of students	est. no. of sets required	est. no. of schools	printing	packaging	distribution
M3								
Textbooks	11	1:1*	95,833	95,833	1,200	1,054,163	95,833	1,200
Teaching guides	14	1:25**	95,833	3,833	1,200	53,666	3,833	1,200
Texts for MOE, TEI/FOE and private schools	11			1,810		19,910	1,810	
Guides for MOE, TEI/FOE and private schools	14			1,810		25,340	1,810	
Subtotal M3						1,153,079	103,286	1,200
M4								
Textbooks	11	1:1*	86,250	86,250	1,200	948,750	86,250	1,200
Teaching guides	14	1:25**	86,250	3,450	1,200	48,300	3,450	1,200
Texts for MOE, TEI/FOE and private schools	11			1,810		19,910	1,810	
Guides for MOE, TEI/FOE and private schools	14			1,810		25,340	1,810	
Subtotal M4						1,042,300	93,320	1,200
M5 (first edition)								
Textbooks - core curriculum	11	3 per school		1,350	450	14,850	1,350	450
Teaching guides - core curriculum	12	2 per school		900	450	10,800	900	450
Textbooks - electives	8	3 per school		1,350	450	10,800	1,350	450

Curriculum	no. of titles per set	allocation	est. no. of students	est. no. of sets required	est. no. of schools	printing	packaging	distribution
Teaching guides - electives	10	1 per school		450	450	4,500	450	450
Texts for MOE, TEI/FOE and private schools	11			1,810		19,910	1,810	
Guides for MOE, TEI/FOE and private schools	10			1,810		18,100	1,810	
Subtotal M5 (first edition)						78,960	7,670	450

M5 (second edition)

Textbooks - core curriculum	11	1:4*	77,625	19,406	500	213,469	19,406	500
Teaching guides - core curriculum	12	1:25**	77,625	3,105	500	37,260	3,105	500
Textbooks - electives	8	25 per school		12,500	500	100,000	12,500	500
Teaching guides - electives	10	2 per school		1,000	500	10,000	1,000	500
Texts for MOE, TEI/FOE and private schools	11			1,810		19,910	1,810	
Guides for MOE, TEI/FOE and private schools	10			1,810		18,100	1,810	
Subtotal M5 (second edition)						398,739	39,631	500

M6

Textbooks - core curriculum	11	1:4*	69,863	17,466	500	192,123	17,466	500
Teaching guides - core curriculum	12	1:25**	69,863	2,795	500	33,534	2,795	500
Textbooks - electives	8	25 per school		12,500	500	100,000	12,500	500
Teaching guides - electives	10	2 per school		1,000	500	10,000	1,000	500
Texts for MOE, TEI/FOE and private schools	11			1,810		19,910	1,810	
Guides for MOE, TEI/FOE and private schools	10			1,810		18,100	1,810	
Subtotal M5 (second edition)						373,667	37,380	500

M7

Textbooks	12	1:4*	62,877	15,719	500	188,631	15,719	500
Teaching guides	13	1:25**	62,877	2,515	500	1,885	2,515	500
Texts for MOE, TEI/FOE and private schools	12			1,810		21,720	1,810	
Guides for MOE, TEI/FOE and private schools	13			1,810		23,530	1,810	
Subtotal M7						235,766	21,854	500

TOTAL PRINTING AND PACKAGING

Textbooks						2,611,986	236,024	
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Curriculum	no. of titles per set	allocation	est. no. of students	est. no. of sets required	est. no. of schools	printing	packaging	distribution
Teaching guides						185,446	16,598	
Texts for MOE, TEI/FOE and private schools						272,340	31,780	
Guides for MOE, TEI/FOE and private schools						98,710	7,880	
Total textbooks						2,884,326	267,804	
Total teaching guides						284,156	24,478	
TOTAL PRINTING AND PACKAGING						3,168,482	292,282	

* textbook:student ratio

** teaching guide:student ratio

Table 9.2 Proposed schedule for the printing, packaging and distribution of M3 to M7 textbooks and teaching guides

Curriculum	Activity	Project/Calendar Year						
		1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018
M3	printing	■						
	packaging	■						
	distribution	■						
M4	printing		■					
	packaging		■					
	distribution		■					
M5 first edition	printing	■						
	packaging	■						
	distribution	■						
M5 second edition	printing			■				
	packaging			■				
	distribution			■				
M6	printing				■			
	packaging				■			
	distribution				■			
M7	printing					■		
	packaging					■		
	distribution					■		

Table 9.3 Proposed annual packaging of printing, packaging and distribution of textbooks, teaching guides and other instructional materials

Curriculum	Package	Project/Calendar Year						
		1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018
PRINTING CONTRACTS								
YEAR 1 - 2012								
M3	textbooks	1,346,351						
	teaching guides	101,755						
	sub-total	1,448,105						
M5 first edition	compulsory textbooks	43,572						
	compulsory teaching guides	41,886						
	elective textbooks	13,538						
	elective teaching guides							
	sub-total	98,995						
other	M3-M7 instructional materials (TEI/FOE)	11,100						
Total first year (2012)		1,558,200						
YEAR 2 - 2013								
M4	textbooks		1,214,215					
	teaching guides		94,848					
	sub-total		1,309,064					
other	M3-M7 instructional materials (TEI/FOE)		11,100					
	Supplementary guidelines for M1-M7 pre-teacher training		3,108					
	QA guidelines		6,660					
	Graduate Teacher Placement Scheme manuals		666					
	sub-total		21,534					
Total second year (2013)			1,330,598					

Curriculum	Package	Project/Calendar Year						
		1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018
YEAR 3 - 2014								
M5 second edition	compulsory textbooks			292,537				
	compulsory teaching guides			75,966				
	elective textbooks			125,350				
	elective teaching guides			12,880				
	sub-total			506,733				
other	M3-M7 instructional materials (TEI/FOE)			11,100				
Total third year (2014)				517,833				
YEAR 4 - 2015								
M6	compulsory textbooks				265,787			
	compulsory teaching guides				71,175			
	elective textbooks				125,350			
	elective teaching guides				12,880			
	sub-total				475,192			
other	M3-M7 instructional materials (TEI/FOE)				11,100			
Total fourth year (2015)				486,292				
YEAR 5 - 2016								
M7	textbooks					263,671		
	teaching guides					72,418		
	sub-total					336,089		
other	M3-M7 instructional materials (TEI/FOE)					11,100		
Total fifth year (2016)				347,189				
PACKAGING AND DELIVERY CONTRACTS								

Curriculum	Package	Project/Calendar Year						
		1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018
YEAR 1 - 2012								
M3	textbooks	161,781						
	teaching guides	42,733						
	sub-total	204,514						
M5 first edition	textbooks	18,323						
	teaching guides	16,381						
	sub-total	34,705						
Total first year (2012)		239,219						
YEAR 2 - 2013								
M4	textbooks		149,142					
	teaching guides		42,072					
	sub-total		191,215					
Total second year (2013)			191,215					
YEAR 3 - 2014								
M5 second edition	textbooks			58,218				
	teaching guides			22,495				
	sub-total			80,713				
Total third year (2014)				80,713				
YEAR 4 - 2015								
M6	textbooks				55,659			
	teaching guides				22,036			
	sub-total				77,696			
Total fourth year (2015)					77,696			
YEAR 5 - 2016								
M7	textbooks					38,971		

Curriculum	Package	Project/Calendar Year						
		1	2	3	4	5	6	7
		2012	2013	2014	2015	2016	2017	2018
	teaching guides					20,677		
	sub-total					59,648		
Total fifth year (2016)						59,648		

APPENDIX 10: SUMMARY CAPACITY BUILDING PLAN FOR IMPROVED DELIVERY OF NEW SE CURRICULUM

Training Program	Target Group	Program	Length & timing	Means of implementation	Number of Participants	Unit	Total Days	Project Cost
Outcome: Enhanced equity, quality and efficiency of secondary education (SE) in Lao PDR								
Output 2. Improved delivery of new SE curriculum								
2A1 QA training workshop for Senior Managers in TEIs / FOEs	Senior managers in TEIs and FOEs	(i) development of procedures and professional consultation (ii) preparation for pilot / trial (iii) monitoring / feedback	2 days per year for 3 years	Project consultants working with ESQAC and DTE	40	2 day workshop x 3 years	240	
2A2 Workshops for preparation of Supplementary Guidelines for M1-M7 Pre-Service Curriculum								
2A2 (i) Curriculum review and drafting of Curriculum Framework for M1-M7 Pre-Service teacher training	DTE, RIES, DSE, TEIs and FOEs	Review and drafting of Curriculum Framework for M1-M7 Pre-Service teacher training	3 days for each of 5 subjects	Project consultants working with RIES and TEI/FOE specialists	100	3 days per subject	300	
2A2 (ii) drafting / writers workshop	RIES, SPA and subject specialists	5 writers workshops, one for each subject strand	5 days for each subject	Project consultants working with RIES and TEI/FOE specialists	10 subject specialists in each workshop x 5 subject workshops = 50	5 day workshops	250	
2A2 (iii) TEI staff training / capacity development	TEIs and FOEs	Professional staff review of the new curriculum 10 subject specialists x 5 + subject observers	1 day per subject	Internal institutional arrangement in each TEI/FOE	60 x 13 = 480	1 day per subject x 5 subjects	3900	
2A3 Workshops to support implementation of Graduate Teacher Placement Scheme								
2A3 (i) Initial consultation on modality	DOP, PES, DSE	Procedures for administering the scheme	1 day	Project consultants working with MOE staff	25	One day meeting	25x1	
2A3 (ii) launch of the implementation guidelines including selection criteria and procedures	PES, DEB, schools and DOP	Briefing and instruction on selection and administration	2 days	Project consultants as facilitators	12 x 5 = 60 Assuming 5 participating districts	One meeting	120	
2A3 (iii) District meetings for final selection	LS schools, DEB, LS teachers	Selection of graduates in 5 districts	1 day	District level meeting to finalize selection	20 participants x 5 districts = 100	1 day in each district	100	
2A3 (iv) monitoring / audit meeting	DOP, PES, LS schools, LS teachers	Check of records and impact assessment	1 day x 2 years	DOP to instruct school and PES to audit the scheme	20 participants x 5 districts = 100	1 meeting per year for 2 years	200	
2B1(i) Workshop to prepare M3 Teacher Training Manual	RIES and TOT subject specialist writers	Preparation of M3 Training Manual	5 days	Project consultants working with RIES	45	One 5 day workshop	225	

2B1 (ii) M3 TOT workshop	All SPAs and Master Trainers to familiarize participants on content and methodology	Training of SPAs and Master Trainers	5 days	Project consultants and RIES	$(22 \times 7) + (8 \times 11) + 24 = 486$	One 5 day workshop for TOT in each region	2430	
2B1 (iii) M3 In-Service Teacher Training	M3 teachers	5 days for 5 teachers from each LS, one teacher for each subject strand	5 days	SPAs and Master trainers to deliver training at provincial or district levels	$6100 = 1200 \text{ LS schools} \times 5 \text{ teachers plus } 100 \text{ facilitators}$	School clusters to be arranged by each PES	$6100 \times 5 = 30500$	
2B1 (iv) Workshop to prepare M4 Teacher Training Manual	RIES and TOT writers	Preparation of M3 Training Manual	2 days	Project consultants working with RIES	45	One 2 day workshop	90	
2B1 (v) M4 TOT workshop	All SPAs and Master Trainers to familiarize participants on content and methodology	Training of SPAs and Master Trainers	2 days	Project consultants and RIES	$(22 \times 7) + (8 \times 11) + 24 = 486$	One 2 day workshop for TOT in each region	972	
2B1 (vi) M4 In-Service Teacher Training	M4 teachers	5 days for 5 teachers from each LS, one teacher for each subject strand	5 days	SPAs and Master trainers to deliver training at provincial or district levels	$6100 = 1200 \text{ LS schools} \times 5 \text{ teachers plus } 100 \text{ facilitators}$	School clusters tbd by each PES	$6100 \times 5 = 30500$	
2B1 (vii) Workshop to revise M5 Teacher Training Manual (final)	RIES and TOT writers	Revise based on review pilot training evaluation and M5 teacher feedback	5 days	Project consultants working with RIES	45	One 5 day workshop	225	
2B1 (viii) M5 TOT workshop (final)	All SPAs and Master Trainers	Training of SPAs and Master Trainers	3 days	Project consultants and RIES	$(22 \times 7) + (8 \times 11) + 24 = 486$	One 3 day workshop for TOT in each region	1458	
2B1 (ix) M5 In-Service Teacher Training (final)	M5 teachers (5 teachers from each school with M5)	Summer school to be run in the 7 TEIs and FOEs that deliver US BA teacher training Assumes 500 schools with M5 and 5 subject strands	3 days	SPAs and master trainers to deliver training at subject based summer schools in selected TEIs and FOEs.	$2500 = 5 \text{ teachers} \times 500 \text{ schools}$	3 day workshop per subject in selected TIE/FOE	7500	
2B1 (x) Workshop to prepare M6 Teacher Training Manual	RIES and TOT writers	Revise based on review and M6 teacher feedback	3 days	Project consultants working with RIES	45	One 3 day workshop	135	
2B1 (xi) M6 TOT workshop	All SPAs and Master Trainers	Training of SPAs and Master Trainers	3 days	Project consultants and RIES	$(22 \times 7) + (8 \times 11) + 24 = 486$	One 3 day workshop for TOT in each	1458	

						region		
2B1 (xii) M6 In-Service Teacher Training	M6 teachers (5 teachers from each school with M6)	Summer school to be run in the 7 TEIs and FOEs that deliver US BA teacher training Assumes 500 schools with M6 and 5 subject strands	3 days	SPAs and master trainers to deliver training at subject based summer schools in selected TEIs and FOEs.	2500 = 5 teachers x 500 schools	3 day workshop per subject in selected TIE/FOE	7500	
2B1 (xiii) Workshop to prepare M7 Teacher Training Manual	RIES and TOT writers	Revise based on review and M7 teacher feedback	3 days	Project consultants working with RIES	45	One 3 day workshop	135	
2B1 (xiv) M7 TOT workshop	All SPAs and Master Trainers	Training of SPAs and Master Trainers	3 days	Project consultants and RIES	$(22 \times 7) + (8 \times 11) + 24 = 486$	One 3 day workshop for TOT in each region	1458	
2B1 (xv) M7 In-Service Teacher Training	M7 teachers (5 teachers from each school with M7)	Summer school to be run in the 7 TEIs and FOEs that deliver US BA teacher training Assumes 500 schools with M7 and 5 subject strands	3 days	SPAs and master trainers to deliver training at subject based summer schools in selected TEIs and FOEs.	2500 = 5 teachers x 500 schools	3 day workshop per subject in selected TIE/FOE	7500	
2B3 Annual Regional Meeting for Secondary Pedagogical Advisers (SPAs)	All SPAs	Annual one day meeting attached to M3-M7 TOT workshops	1 day	SPAs to coordinate, with logistical support from DTE and PES	22 SPAs x 17 districts = 408	One day per year for 6 years	2448	
2B4 (i) Review findings from the ICT4LE capacity needs assessment and feasibility study	RIES, DSE, DEOs, SPAs, TEIs	Findings reviewed and taken forward into planning	1 day	RIES to coordinate with project consultants	50		50	
2B4 (ii) workshop for design of ICT4LE	RIES, IC and NC, SPAs and 2 teachers from 3 pilot districts	Implementation plan and ICT4LE curriculum materials development framework design based on needs assessment and feasibility study	2 days	RIES to coordinate with project consultants	15	One planning workshop of 2 days	30	
2B4 (iii) workshop for development of multi-media materials for ICT4LE implementation	RIES, IC, NC, 3 SPAs and subject specialists	Design of pilot materials for one subject – DVD, TV and radio programs	5 days	RIES and project consultants to coordinate the program	20	One 5 day workshop	100	
2B4 (iv) Implementation of ICT4LE curriculum activities	SPA, DEO, TA (IC and NC) and 5 teachers + school principals	(i) school focused planning and orientation (ii) capacity building of SPAs and teachers (iii) Workplans	5 days	SPAs and project consultants to coordinate the program	10 participants x 3 districts = 30	Three 5 day workshops, one in each pilot district	150	

		developed by SPAs and teachers - activities and monitoring processes							
2B4 (v) ICT4LE review workshops	RIES, SPA, DEO, TA (IC and NC) and 5 teachers + school principals	Monitoring of progress with implementation and to further build capacity	2 days in 2014 2 days in 2015	District level review facilitated by SPA/RIES and project consultants	25 participants x 3 districts	One review workshop for each district each yr for 2 yrs	300		
2B4 (vi) Workshop on ICT4LE Lessons Learned	RIES, SPA, DEO, TA (IC and NC)	ICT4LE Lessons Learned including planning process for scaling up	1 day	Central level review coordinated by MOE/RIES and DSE	50	One meeting	50		
2B5 Teacher Upgrade grants (11+3 to BA) for 10 LS qualified science/math and/or female teachers from poor ethnic group areas	10 LS qualified science/math and/or female teachers from poor ethnic group areas	Attendance on a district or provincial TUP Grant to cover fees (400,000 kip), accommodation and travel allowance	6 weeks per year for 3 years	Teachers invited to apply or selected by DEO Grants provided to selected teachers	10 (50% female) 6 weeks x 3 years x 10 participants	Individual enrolment	1360		
2C1 (ii) M3 Bid Evaluation meeting	MOE ad RIES	Bid opening and evaluation	1 day	MOE to manage and coordinate	10	One day	10		
2C1 (iii) M4 Bid Evaluation meeting	MOE ad RIES	Bid opening and evaluation	1 day	MOE to manage and coordinate	10	One day	10		
2C1 (iv) M5 (pilot) Bid Evaluation meeting	MOE ad RIES	Bid opening and evaluation	1 day	MOE to manage and coordinate	10	One day	10		
2C1 (v) M5 (final) Bid Evaluation meeting	MOE ad RIES	Bid opening and evaluation	1 day	MOE to manage and coordinate	10	One day	10		
2C1 (vi) M6 Bid Evaluation meeting	MOE ad RIES	Bid opening and evaluation	1 day	MOE to manage and coordinate	10	One day	10		
2C1 (vii) M7 Bid Evaluation meeting	MOE ad RIES	Bid opening and evaluation	1 day	MOE to manage and coordinate	10	One day	10		
2C2 (i) M5 (1st edition) curriculum materials CRC readiness check	RIES and curriculum writers	Review and final check of M5 Textbook (TB) and Teachers Guide (TG)	2 days	Curriculum teams review following RIES instructions. Support from project consultants	36	one workshop in RIES	72		
2C2 (ii) M5 (2nd edition) curriculum materials review	RIES and curriculum writers	Review pilot evaluation and M5 teacher feedback	2 days	Curriculum teams review following RIES guidelines Support from project consultants	40	one workshop in RIES	80		
2C2 (iii) M5 (2nd edition) curriculum materials	RIES and curriculum writers	Review drafts and curriculum framework in five subject	5 days	Coordination by RIES Support from project	8 participants x 5 subjects =40	one workshop per subject x 5	200		

revision workshop		strand teams		consultants		in RIES		
2C2 (iv) M5 (2nd edition) curriculum materials testing	RIES and US teachers	Test and revision of revised TB/TG sections	5 days	Coordination by RIES Support from project consultants	14	5 days per subject in schools and RIES	70	
2C2 (v) M5 (2nd edition) curriculum materials CACIM workshop	RIES and subject specialist teams	Finalize all M5 curriculum materials	3 days	Coordination by RIES Support from project consultants	8 participants x 5 subjects =40	one workshop per subject x 5 in RIES	120	
2C2 (vi) M5 (2nd edition) curriculum materials CRC readiness check	RIES and curriculum writers	Review and final check of M5 TB and TG	2 days	Curriculum teams review following RIES instructions. Support from project consultants	36	one workshop in RIES	72	
2C2 (vii) M6 curriculum materials review	RIES and curriculum writers	Review old M6 TB/TG, new curriculum framework and M6 teacher feedback	2 days	Curriculum teams review following RIES guidelines Support from project consultants	40	one workshop in RIES	80	
2C2 (viii) M6 curriculum materials development workshop	RIES and curriculum writers	Review drafts and curriculum framework in five subject strand teams	5 days	Coordination by RIES Support from project consultants	8 participants x 5 subjects =40	one workshop per subject x 5 in RIES	200	
2C2 (ix) M6 curriculum materials testing	RIES and US teachers	Test and revision of revised TB/TG sections	5 days	Coordination by RIES Support from project consultants	14	5 days per subject in schools and RIES	70	
2C2 (x) M6 curriculum materials CACIM workshop	RIES and subject specialist teams	Finalize all M6 curriculum materials	3 days	Coordination by RIES Support from project consultants	8 participants x 5 subjects =40	one workshop per subject x 5 in RIES	120	
2C2 (xi) M6 curriculum materials CRC readiness check	RIES and curriculum writers	Review and final check of M6 TB and TG	2 days	Curriculum teams review following RIES instructions. Support from project consultants	36	one workshop in RIES	72	
2C2 (xii) M7 curriculum materials review	RIES and curriculum writers	Review old M7 TB/TG, new curriculum framework and M7 teacher feedback	2 days	Curriculum teams review following RIES guidelines Support from project consultants	40	one workshop in RIES	80	
2C2 (xiii) M7 curriculum materials development workshop	RIES and curriculum writers	Review drafts and curriculum framework in five subject strand teams	5 days	Coordination by RIES Support from project consultants	8 participants x 5 subjects =40	one workshop per subject x 5 in RIES	200	
2C2 (xiv) M7 curriculum materials testing	RIES and US teachers	Test and revision of revised TB/TG sections	5 days	Coordination by RIES Support from project consultants	14	5 days per subject in schools and	70	

						RIES		
2C2 (xv) M7 curriculum materials CACIM workshop	RIES and subject specialist teams	Finalize all M7 curriculum materials	3 days	Coordination by RIES Support from project consultants	8 participants x 5 subjects =40	one workshop per subject x 5 in RIES	120	
2C2 (xvi) M7 curriculum materials CRC readiness check	RIES and curriculum writers	Review and final check of M7 TB and TG	2 days	Curriculum teams review following RIES instructions. Support from project consultants	36	one workshop in RIES	72	
2C3 (i) Workshop to prepare M5 Teacher Training Manual (pilot)	RIES and TOT writers	Provide generic pedagogical training and review of changes in the M5 curriculum for all subjects	5 days	Project consultants working with RIES	45	One 5 day workshop	225	
2C3 (ii) M5 In-Service Teacher Training (pilot)	M5 teachers (one teacher from each school with M5)	Summer school to be run in the 7 TEIs and FOEs that deliver US BA teacher training Assumes 15 schools with M5 and 11 subject strands	5 days	SPAs and master trainers to deliver training at subject based summer schools in selected TEIs and FOEs.	15= 1 teacher x 15 schools + 30 additional	5 day workshop per subject in selected TIE/FOE	855	
2E1 Strengthening of national examinations for M4 and M7	ESQAC, DSE	Review and approval of Rules and Regulations for M4 and M7 exams and entrance exams to Higher Education	6 days	DSE and ESQAC to coordinate	30	3 days workshop each yr for two yrs	180	
2E2 Development of Assessment of Student Learning Outcomes in 2014 and 2017	RIES, DSE and ESQAC	Support for implementation of ASLO for M4 (2014) and M7 (2017)	5 days	RIES and ESQAC to coordinate	25	One workshop	125	

APPENDIX 11: INDICATIVE IMPACT EVALUATION DESIGN (FOCUSING ON LSE STIPENDS)

I. Introduction

1. The Secondary Education Sector Development Program (SESDP) will support an independent impact evaluation study (IES). In consultation with the Asian Development Bank (ADB), the Ministry of Education (in particular the SESDP Project Management Unit under MOE) will organize the process of contracting the IES to a qualified institution or firm (herein referred to as simply “institution”). The latter is expected to involve institutions’ submission of amplified expressions of interest (EOIs; see also Section IV below) and to use the consultants’ qualification selection (CQS) method based on biodata technical proposals.¹ The selected institution will present a detailed proposal and implementation plan for the IES design, incorporating and proposing any adjustments to indicative approaches outlined below.

2. As described in the Project Administration Manual (PAM) main text (see page 2), SESDP will support 3 types of packaged intervention aimed at expanding lower secondary (LSE) and upper secondary education (USE) access in 30 very disadvantaged districts targeted under output 1 of SESDP’s project component. As outlined in Text Box 1, each target district will benefit through provision of bundled “LSE Model 1” interventions at 1 site—including LSE stipend, dormitories, remedial support, access grants, and school construction—as well as similar interventions excepting new school construction at another site receiving the “LSE Model 2” support package.

Text Box 1: Packaged Access-related Interventions in 30 Targeted Districts

Three sets of interventions are foreseen to be provided at a total of 75 sites in the 30 districts:

- **LSE Model 1** (30 sites) consists of one new LSE school, furniture, student stipends, a pair of sex-segregated low-cost community-managed dormitories, remedial support, an “access grant” program, equipment and teaching and learning materials;
- **LSE Model 2** (30 sites) consists of stipends, sex-segregated low-cost community-managed dormitories, remedial support, and access grants for existing schools;
- **USE Model** (15 sites) will consist of 1 new classroom block, furniture, stipends, sex-segregated low-cost community-managed dormitories, remedial support, access grants, equipment, and materials. Bundled “USE Model” support will be provided to 15 existing secondary schools, though stipends will extend to another indicatively 25 schools.

3. As one element of SESDP’s monitoring and evaluation (M&E), the IES will focus principally on the LSE student stipend program under LSE Models 1 and 2, and will to a lesser degree also cover other access-related interventions noted above. It will center on rigorous quantitative (econometric) analysis—complemented by at least basic qualitative analysis—in order to assess impacts on outcomes such as transition from primary to LSE school, grade progression within and completion of LSE, and transition into USE. Analysis will allow for disaggregation across key groups (e.g., girls and ethnic group students), and will also include measures of broader outcomes (e.g., academic achievement), to the extent possible.

4. The scope of the IES is thus narrow in the sense that it does not attempt to assess the impact of all elements of SESDP’s program and project support (e.g., the impact of improved sector financing, nationwide teacher training, introduction of the new curriculum and textbooks,

¹ See also ADB. 2008. *Consulting Services Operations Manual*. Manila.

etc.). These will be assessed to varying degrees under other elements of SESDP's overall M&E. As outlined below, portions of the IE analysis will look at the combined impact of access-related interventions under output 1 of SESDP's project (targeted to the noted 30 districts and noted above). At the same time, the most detailed and quantitatively precise analysis (under what is termed "Tier 3" below) is expected to focus on the LSE stipend program *per se*, above and beyond the impact of other interventions. It is particularly important to have clear and precise evidence on the impact of stipends, given that the government has targeted their expansion to a very large scale: ESDF sets a target of 20% of LSE and 20% of USE students receiving stipends.

II. Overview of Multi-tier Impact Evaluation Strategy

5. Amplified EOIs (see also Section IV) will confirm and/or outline potential refinements to the broad design for the IES' central quantitative portion outlined below. The selected institution will then propose a detailed design and implementation plan following mobilization. Subject to details to be set out in amplified EOIs and that detailed design, the quantitative evaluation will involve econometric techniques including difference-in-difference² (D-in-D) methodologies. It is foreseen that the analysis will involve 3 tiers of analysis that focus on comparisons on 3 levels:

- (i) **district-level:** comparing shifts in relevant measures occurring across the same time period in the 30 target districts versus shifts in some subset of non-target districts;
- (ii) **community-level:** measuring differential shifts occurring across smaller localities within the same 30 target districts, based on the extent to which those communities are directly exposed to SESDP interventions; and
- (iii) **cohort-level:** looking at outcomes such as grade progression for children within the same localities (and potentially the same schools) and measuring differences across 3 successive cohorts of students, utilizing the fact that only children finishing primary school in June 2012 will be eligible for LSE stipend for (up to) 4 years, starting with year 1 of LSE in school year SY2012/13.

6. These are described further in subsections for "Tier 1-3" analysis below. Of these, the most important (and complex) is foreseen to be Tier 3 analysis, utilizing inter-cohort variations. Additionally, the above may potentially be able to be combined into a "triple difference" or "D-in-D-in-D" analysis.³ Institutions submitting amplified EOIs for the EIS will be expected to have considerable expertise and experience in such techniques, though basic concepts are introduced and/or illustrated below, in laying out potential evaluation strategies.

7. **Counterfactuals.** Any impact evaluation of a given intervention typically hinges on establishing a valid counterfactual: i.e. an indication of what the outcome in question would have been in a "treatment group" (units exposed to some intervention) if the intervention had **not** occurred. D-in-D analysis attempts to establish a counterfactual by identifying a valid "control group" that is not exposed to the intervention, but would be expected to be effected by all other trends or shocks in a similar manner. By including pre- and post-intervention (e.g., baseline and endline) observations for both the treatment and control groups, D-in-D does not require that the groups be identical at the start. D-in-D's central assumption is instead that both groups would have had the same **trend** in the counterfactual scenario where the project was never implemented. This assumption is not directly testable, so the design will need to propose ways to indirectly test this

² See for example ADB. 2006. *Impact Evaluation: Methodological and Operational Issues*. Manila.

³ See for example S. Khandker et al.. 2010. *Handbook on Impact Evaluation: Quantitative Methods and Practices*. World Bank. Washington, DC.

assumption and/or mitigate the potential for related biases, including (but not limited to) the aspects noted below.

8. **Ensuring valid control groups.** For Tier 1 analysis noted in para. 5 (i) above and described further in Section III below, the analysis will need to carefully select control districts where the key assumption that the treatment and control groups of districts would have had a comparable trend in the absence of the intervention appears most likely to hold: this may include selection of neighboring/nearby districts that (excepting SESDP interventions) would be subject to similar sets of factors. Later in the study, the analysis will also need to consider whether any differential trends or shocks are likely to have affected the 2 groups during the project.

9. **Utilizing additional explanatory variables.** Related to this last point, a second approach will be to include in the baseline dataset and subsequent data additional explanatory variables. For the first tier analysis, this will likely require seeking and incorporating additional existing data on districts (e.g., on socioeconomic status). For the second and third tiers of analysis noted in para. 5 (ii-iii) above, student-level data collection within the 30 districts will allow for inclusion of other variables (e.g., ethnic group, socioeconomic status, travel time from the nearest LSE school, etc.) in regression analysis to look for interactions with various factors.

10. **Establishing pre-intervention trends.** As noted above, the critical assumption required for D-in-D is that the treatment group would have followed a parallel trajectory as the control group in the absence of the intervention. This can be indirectly tested by using multiple rounds of pre-intervention data for both groups, to verify whether both groups appeared to be following the same trend prior to the intervention.

11. **“False experiments” and “placebo tests”.** The institution will also identify the potential for using “false experiments”.⁴ This involves applying the same D-in-D methodology to outcome measures that are in some ways comparable to the outcome variable of interest but should not be affected by the intervention. Subject to further investigation and design, this might include indicators for primary education, which should not directly be impacted by SES-level interventions. If D-in-D analysis of such a “false experiment” using a given indicator X yields a result of zero, this gives at least some indication that the treatment and control groups followed a similar trend with respect to X suggesting that (for example), non-zero results for D-in-D analysis of SES-level indicators are not simply picking up broader differences emerging between the treatment and control groups, such as socioeconomic shock affecting one group but not the other. It may also be possible to construct “placebo tests”, wherein the focus remains on the variable affected by the intervention, but D-in-D is used to compare the control sample by another “fake” treatment group that should also be unaffected by the intervention.⁵

III. Tiers of Analysis

12. Subject to the amplified EOI and proposed detailed design, 3 complementary tiers of analysis are envisaged. The discussion below focuses on evaluation of LSE stipends although institutions may also propose analysis of broader interventions (e.g., data sources used in Tier 1 analysis could also be used support similar analysis of the USE stipend program). Proposed

⁴ See for example S. Galiani et al. 2004. “Water for Life: The Impact of the Privatization of Water Supply on Child Mortality.” *Journal of Political Economy* 113 (1), 83-120.

⁵ See P. Gertler et al. 2010. *Impact Evaluation in Practice*. World Bank. Washington, DC.

methodologies will also identify means of isolating the impact of LSE stipends from other factors, including other SESDP interventions.

Tier 1: Comparing Trends/Shifts in Target and Non-target Districts

13. The analysis will utilize data available in the Education Management Information System (EMIS), including grade-specific data on total enrolments (disaggregated by gender) across successive years. Assuming no student-level variables are available for non-target districts, the analysis will involve simple D-in-D comparisons of variables of interest. Tier 1 analysis will assess the combined impact of geographically targeted interventions under output 1 of SESDP's project.

14. As an illustrative example, SY2013/14 EMIS data can be used to identify the total number of girls officially counted as enrolled in grade 6 in (i) an "treatment group" comprised of the 30 target or districts; and (ii) a "control group" of X roughly similar (perhaps neighboring) districts that will not participate in the LSE stipend or other interventions under output 1 of the project—note that D-in-D does not require that the 2 groups of districts have identical characteristics (observable or unobservable), only that they would be subject to the same underlying trends on average, in the absence of any project intervention.

15. For SESDP's LSE stipend program, sixth grade girls in both sets of districts are "pre-intervention", in the sense that stipends (to be launched in SY2013/14) would not be expected to affect their entry into LSE, since they are not eligible for participation. If overall enrolments are rising nationwide, one would expect a modest increase in SY2013/14 in both sets districts even in the counterfactual case of no intervention. However, since the intervention affects only the 30 districts, data for girls enrolled in grade 6 in SY2013/14 would potentially capture the effect of the LSE stipend on enrolment in the 30 districts, in the form of a differential rise in grade 6 female enrolment among the treatment group of 30 districts versus any shift observed in the X non-target districts, which would represent the noted underlying trend.⁶ The same would hold if (instead of a smooth trend across time) enrolments were hit by a one-shot shock (e.g., a prolonged drought affecting agricultural incomes), as long as this shock affects both groups of districts symmetrically.

16. The same logic can be applied for other variables tracked over different periods: e.g., if the SESDP-provided interventions promoted not only higher initial enrolment but also less dropout or repetition, D-in-D analysis of the number of female grade 9 students in SY2016/17 (when stipend recipients who successfully continued their studies would reach grade 9, and would potentially be enjoying a fourth year of access to dormitories, remedial support, access grants, etc.), one would expect a more marked contrast.

Tier 2: Comparing Trends/Shifts in Target and Non-target Districts

17. To corroborate estimates generated through Tier 1 analysis (D-in-D using cross-district comparisons), Tier 2 and Tier 3 analysis will involve comparisons within the same 30 districts, and will utilize more detailed data collected in these districts, including basic data for individual students collected through a simple census of students (see para. 21). Rather than comparing treatment and control groups of districts, level 2 analysis will compare groups of communities within the 30 districts that are most directly affected by SESDP's targeted interventions (the LSE stipend

⁶ Note that examples provided herein are simplified and intended as illustrative, ignoring (for example) grade repetition, migration, and potentially different population growth rates affecting cohort sizes and simple inferences. Technical proposals will need to identify means of addressing potential complications.

program, school construction, dormitories, remedial support, access grants, etc.) with those likely unaffected by those interventions. Tier 2 analysis will also allow for comparisons across the impact of LSE Model 1 versus LSE Model 2, to assess the additional impact of stipends and other noted support measures piloted on access, above and beyond the impact of new school construction and provision of facilities. To illustrate the basic approach, basic data on enrolments in the 30 target districts (based on EMIS data) is provided below, followed by a simplified depiction of the relevant SESDP project interventions in these districts.

18. In SY2008/09, in the 30 targeted districts, MOE school-level data indicate that there were a total of 15,234 primary grade 5 students (i.e., roughly 500 per district) spread across 917 primary schools (30.5 per district) offering this final primary grade 5 (many of whom had only a few fifth graders). In SY2009/10, a total of 12,277 grade 6 students⁷ attended 165 SES schools offering grade 6: coincidentally, there are on average 5.5 SES schools per district, each serving an average of 5.5 primary schools offering grade 5. Many areas are very far from the nearest SES school.

19. Based on this and figures noted on typical school numbers per target district, the simplified schematic below might be used to depict SESDP's support and the impact evaluation strategy. For simplicity, it depicts a district with a rather uniform distribution of 30 primary schools offering grade 5 (labeled "P") and of 5 existing SES schools covering grade 6 (labeled "LSE") spread roughly evenly across the district excepting the lack of any SES school in cell "T1" at the upper left, representing a particularly under-served area. In this scenario, LSE in cells C4 and T2 each cover a catchment area of 5 primary schools, while primary graduates in are T1 that currently lacks any LSE school are forced to drop out if they cannot afford to travel considerable distances to attend schools in areas marked C1-C3. In the simplified schematic, construction of a new LSE school in T1 along with the launch of an LSE stipend program and other "LSE Model 1" interventions would be expected to increase the share of graduates from the 5 primary schools now included in the new LSE school's catchment area will be able to continue their studies into and through completion of LSE. Enrolments in C1-C3 might drop slightly, while C4 and T2 are unlikely to be affected. SESDP's provision of a second package of "LSE Model 2" interventions at the existing LSE school site in the cell marked T2 might be expected to allow more children from primary schools in T2 to continue on into and complete LSE, but would not likely be expected to affect C4.⁸

20. While more detailed assessment will be conducted based on the initial baseline study and the school mapping, the simplified schematic below begins to suggests a potential impact evaluation strategy: namely, one might be able to measure the impact of LSE stipends (along with other "Model 1" and "Model 2" interventions by comparing changes in primary-to-LSE transition rates and other indicators by looking for differential trends among

- students graduating primary school in cells T1 and T2 (who at least might potentially be eligible for the LSE stipend and might also benefit from other Model 1 or Model 2 interventions); versus
- any trends occurring in the area denoted by C4 (see also footnote 7), wherein no children would be eligible for stipend participation.

⁷ The ratio of grade 6 students in SY2009/10 to grade 5 students the prior year was 80.6% (including 76.4% for girls, and 83.7% for boys). This ratio gives a crude high-end estimate for primary to LSE transition rates (ignoring dropout during grade 5, grade 6 repetition), and suggests that less than 4 in 5 primary graduates enter LSE.

⁸ In this simplified illustration, cells C1-C3 may or may remain valid control groups if measurement focuses on (for example) shares of primary graduates continuing into LSE. Proposed designs will need to carefully consider and justify identification of treatment and control groups.

Simplified Schematic of Treatment (T) and Control (C) Communities in a District

<u>T1</u>	P	P		<u>C2</u>	P	P		<u>C4</u>	P	P	
	P		P		P	LSE	P		P	LSE	P
		P	P			P	P			P	P
<u>C1</u>	P	P		<u>C3</u>	P	P		<u>T2</u>	P	P	
	P	LSE	P		P	LSE	P		P	LSE	P
		P	P			P	P			P	P

20. Amplified EOIs and the detailed design will propose modifications and enhancements on the above.

Tier 3: Cross-cohort Comparisons of Children in the Target Districts

21. Tier 3 analysis may also incorporate cross-community differentiation used in Tier 2 analysis, but herein is described in district-wide terms (i.e., independent of Tier 2 analysis). This analysis utilizes the fact that, in the absence of any project interventions, average values of education variables of interest should be fairly similar across 3 consecutive cohorts of children (those graduating grade 5 in June 2012, June 2013, and June 2014 (i.e., potential LSE entrants in SY2012/13, SY2013/14, and SY2014/15): assuming the presence of roughly smooth trends in variables such as enrolments across time, outcomes for the second of these cohorts would be expected to be very similar to the average of those for the first and third of these cohorts. The LSE stipend program, however, presents a distinct and cohort-specific shock, since only children from the cohort completing primary school in SY2013/14 will be eligible for selection in the LSE stipend program.

21. Figure 1 below provides a schematic of a strategy for tracking children in each cohort as they either progress across grades or drop out: the intuition is simplest in an illustrative case where no children repeat grades (i.e., children either directly continue to the next grade or drop out of school), however the actual IE analysis will also capture grade repetition (expected to be on the order of 1-3% in the areas and grades in question). As noted above, by early April 2012, SESDP will support the MOE, Department of Secondary Education (DSE), Inclusive Education Center (IEC), Department of Nonformal Education (DNFE), district education bureaus (DEBs), and other central and local project partners to conduct a basic census of grade 4 and 5 students (denoted “G4” and “G5” in the Figure) at each of the primary schools (currently 917) in the 30 target districts.⁹ Core data in the census will include gender, age, ethnic group, language used at home, basic measures capturing other socioeconomic dimensions, and distance and travel time from to the primary school and also to the nearest existing and planned LSE school. This data collection

⁹ This cohort will not be eligible for the stipend, and is hence labeled in the Figure as the pre-stipend control cohort (C1).

will feed into development of the LSE stipend guidelines (including precise selection criteria and protocols), as well as school network mapping and other activities under the project.¹⁰

Figure 1. Simplified schematic of LSE stipend program, using combination of pre- and post-stipend cohorts as rough control sample

COHORTS:	SY2011/12	SY2012/13	SY2013/14	SY2014/15	SY2015/16	SY2016/17	SY2017/18	SY2018/19	Other influences ¹
"C1" pre-stipend control cohort: M1 entrants in SY2012/13	G5	M1	M2	M3	M4	(M5 of USE)	(M6 of USE)	(M7 of USE)	least
"T" treatment cohort: M1 entrants in SY2013/14 (eligible for stipend)	G4	G5	M1	M2	M3	M4	(M5 of USE)	(M6 of USE)	mid
"C2" post-stipend control cohort: M1 entrants in SY2014/15	G3	G4	G5	M1	M2	M3	M4	(M5 of USE)	most
DATA COLLECTION ROUNDS:	April 2012	April 2013	April 2014	April 2015	April 2016	April 2017	April 2018	October 2018	
Organizer	MOE	Firm ²	Firm	Firm	Firm	Firm	Firm	Firm	
District student census coverage:	G4-G5	G4-M1	G5-M2	M1-M3	M2-M4	M3-M5	M4-M6	M5-M7	

Notes: ¹ These would include effects of other SESDP interventions (e.g., dorm construction), overall trends, potential other projects, etc.

² Bold font denotes expected full in-field data collection rounds, with the firm/institution providing in-field trouble-shooting as needed for other rounds.

22. As elaborated in para. 28 below, by early April 2013, the institution contracted for the IE will mobilize data collection teams (1 or more per district, as needed) and validate this initial round of student census data (addressing any gaps) for these 2 cohorts (denoted C1 and T) and will simultaneously conduct the second-round census of grade 5 students (from the next cohort) and first-round census of grade 4 students (from the final cohort to be covered).

23. Data collection teams will additionally conduct student censuses of LSE year 1 (denoted in Lao PDR as "M1" for "mattayom 1") in each of the SES schools (currently 165) offering M1 in these districts. In subsequent years, the institution will conduct further student censuses in the grade levels shown, tracking grade progression for all children in the pre- and post-stipend control cohorts (labeled C1 and C2) as well as the treatment cohort (T1) of children, who are eligible for the stipend program based on the criteria of finishing primary grade 5 in SY2012/13.¹¹

24. As per figures noted in para. 18, each cohort of grade 5 students in the 30 districts will likely include just above 15,000 students, of which recent data suggest that roughly 20% would be expected not to continue into LSE (grade M1) in the absence of stipends or other interventions. Additional analysis suggests that of those entering M1, roughly half will dropout before reaching grade 9, and only 1 in 3 M1 entrants will eventually enter M5 (USE). Within the "treatment" cohort (denoted "T1") of children scheduled to complete grade 5 in June 2013, a total of 1,740 stipend beneficiaries will be selected based on criteria (to be more fully developed in the stipend program guidelines) for community-level identification, which will include prioritization of girls and ethnic group children (who will comprise at least 50% and 80% of stipend beneficiaries), household poverty status, and other indicators of disadvantaged status, as evaluated by pupil-parent associations (PPAs) according to the guidelines and validated by IEC. Stipends will thus cover just above 10% of grade 5 graduates in the 30 districts: if stipends could be perfectly targeted to those grade 5 students that would not (in the absence of stipend support) continue into M1, this would

¹⁰ The guidelines, including final selection criteria for stipend recipients, is expected be determined and provided to the selected firm/institution by end 2012.

¹¹ Data collection will account for children who have not maintained the expected grade progression due to repetition, etc. and will ascertain reasons for children reported to have left schooling due to dropout, migration, etc..

correspond to just above half of those students likely to drop-out. As it is presently envisaged (subject to development of the detailed guidelines) that stipends are currently expected to be provided to children graduating from primary schools in the catchment areas of sites receiving LSE Model 1 and LSE Model 2 support, the potential impact in these communities will be considerably larger.

25. Student censuses tracking these 3 successive cohorts (the second of which is potentially eligible for LSE stipend receipt) will be used to track individual children's outcomes including progression from grade 5 into M1 (first-year LSE), progression across LSE grades M1-M4, successful graduation from LSE, and subsequent entry into M5 (first-year USE). Later data collection rounds will also indicatively include students' performance on LSE exit examinations. The institution will propose potential measures (including but not limited to the above) to capture aspects related to access and (to the extent possible) additional measures such as those capturing academic achievement.

IV. Selection and Responsibilities of the Institution for the IES

26. **Selection.** Amplified EOIs will demonstrate that interested institutions have considerable experience in impact evaluation techniques (particularly in rigorous quantitative assessment using relevant econometric techniques) of social development-related projects or programs, preferably including the evaluation of education sector interventions in similar country contexts. EOIs should also clearly demonstrate the institution's understanding of and ability to implement the indicative IES approach outlined above in the Lao PDR context, and propose enhancements and any modifications.

27. **Detailed design proposals.** Following selection (and to some degree also in candidates' amplified EOIs), the institution will propose a detailed design for the IES, in particular identifying proposed econometric methods for Tier 3 analysis, perhaps in combination with Tier 2 analysis noted above. These will include multivariate cross-cohort comparisons to assess the stipend program's impact on measures such as grade progression and LSE completion rates at the district-level. They will also tentatively include one or more additional econometric methods (e.g., propensity score matching, instrumental variables, etc.), which take into account endogeneity and other issues (e.g., among children who are eligible for stipend support based on their cohort and poverty/socioeconomic status, actual "uptake" will be limited to only those whose parents commit to enrolling them in LSE).

28. Additionally, since it is currently envisaged that the LSE stipends will be provided in the 30 new LSE schools and 30 existing schools receiving broader support under LSE Models 1 and 2, proposed designs will need to identify strategies for distinguishing the impact of the LSE stipends. The latter will include utilization of the fact that, in addition to the treatment cohort (denoted T in the Figure above), the C1 and (especially) C2 cohorts of students will potentially benefit from the other SESDP interventions (ranging from classroom construction under LSE Model 1, to dormitory provision under LSE Models 1 and 2, and improved teaching and learning thanks to nationwide teacher training, etc.). In particular, C1 children may be expected to have less exposure to SESDP interventions or any other local developments than the treatment cohort, while C2 children might be predicted to have even greater exposure than the treatment cohort. The institution may also propose additional techniques (e.g., matching) that will allow for valid comparisons between stipend recipient and non-recipients within the same 60 LSE schools and same cohort.

29. **Data collection.** As noted above, Tier 1 and Tier 2 analysis will principally involve use of student enrolment data (available at the school-level and disaggregated by gender) that can be

extracted from MOE's EMIS, in coordination with ESITC. The principal original data collection will involve successive rounds of basic censuses to capture/confirm enrolment and simple student-level data covering the 3 cohorts of students noted in the discussion on the Tier 3 analysis, as indicated in Figure 1. As outlined below, it is expected that the institution will mobilize field teams to conduct (at least) 4 "full" rounds of data collection in schools in the 30 districts—data collection in other years may be based on DEB collection and submission of school survey forms, with the institution providing in-field trouble-shooting or verification as needed:

- (i) by **early April 2013**, visiting all schools offering primary grade 5 and LSE grade 1 (roughly 917 and 165 respectively) to (a) verify, update, and augment as needed data collected for children in the C1 and treatment (T) cohorts by MOE the prior year; and (b) conduct first-round data collection for children in the C2 cohort (who will currently be in primary grade 4;
- (ii) by early April 2014, compilation of survey forms prepared by the same schools, with the institution providing in-field verification/trouble-shooting as needed;
- (iii) by **early April 2015**, visiting all (roughly 165) schools offering LSE grades to re-validate data on students in the 3 cohorts that are still enrolled, and to confirm and collect basic information on the reasons why other children have exited the dataset (principally due to dropout) and the exact timing of any dropouts (between school years or midyear);
- (iv) by early April 2016, compilation of survey forms prepared by the schools offering LSE and USE grades (currently the same 165 schools), with in-field verification/trouble-shooting as needed;¹²
- (v) by **early April 2017**, visiting all (roughly 165) SES schools offering LSE and USE grades to ensure accurate data collection on M4 attainment, and collect data on transition to USE among children in the C1 cohort¹³;
- (vi) by **early April 2018**, the final full data collection round covering all (roughly 165) SES schools, including training of USE school principals and DEB staff in lead-up to the October 2018 data collection round;
- (vii) by end October 2018, compilation of survey forms prepared by the schools (and offering USE grades (currently 45), with in-field verification/trouble-shooting as needed.¹⁴

30. Detailed designs (and potentially also institutions' amplified EOIs) may additionally propose a short prioritized list of measures that could be considered by MOE and ADB for inclusion in the first census (organized by IEC and related departments prior to mobilization of the institution), focusing on those that provide critical information while being feasible for DEBs, pupil-parent associations, and other local partners to collect.

31. **Reports.** The principal report will be the final Impact Evaluation Report, to be completed by end of 2018, which will comprehensively report on the methodology, data (to be included in an annex), and findings and conclusions of the various analysis. In addition, the institution will provide a brief inception report by early-May 2013 (i.e., shortly after data collection in early April 2013), as

¹² Currently, these districts have no stand-alone USE schools: of the 165 SES schools, 45 SES offer at least one grade of USE.

¹³ This will include seeking to verify whether any M4 graduates from the prior year have transitioned to USE schools in another nearby district, to ensure this is recorded in the dataset.

¹⁴ The differential timing (early in SY2018/19) is necessary to ensure completion of the evaluation by December 2018. It assumes that USE dropout midyear is very small, which can be partially tested using information collected on the timing of any dropouts during earlier data collection rounds.

well as a brief interim evaluation by early May 2015, incorporating data collected in early April 2015 and focusing on indicative findings regarding transition rates from primary to LSE.

APPENDIX 12: PROJECT READINESS FILTERS

	Key Project Preparation Elements	Stage of Project Preparation				Within 1 month of effectiveness
		Identification/ preparation/Fact- finding	Appraisal (only World Bank)	Negotiations	Effectiveness	
1.	Project is within GOL's highest development priority (P1 – as defined by the MTEF project prioritization criteria)	Confirmed				
2.	Policy Matrix	Discussed in detail: pending further intra-government discussion	Drafted	Completed and agreed		
3.	Project Administration Manual (PAM)	Draft PAM Agreed (subject to revision at/by negotiations)	Drafted	Completed and agreed		
4.	Environment Impact Assessment, Social Impact Assessment, Land Acquisition & Resettlement Plan and Indigenous People Action Plan (where applicable)	Draft SPRSS, Gender Action Plan (GAP), and Ethnic Group Plan (EGP) agreed	Agreed	GAP and EGP re-confirmed and preparatory actions initiated (see also Assurances below)		Action plans ongoing. No civil works shall start until sites formally re-validated (no resettlement or environmental impact, etc.)
5.	Procurement Capacity Assessment	Included in draft PAM	Completed	Start up actions initiated		Start up actions implemented
6.	Procurement Plan for first 18 months	Draft included in draft PAM	Agreed	Confirmed		
7.	Financial Management Capacity Assessment	Included in draft PAM	Completed	Start up actions initiated		Start up actions implemented
8.	Auditing arrangements including TOR	Discussed (TOR to follow BESDP)	TOR agreed	Confirmed		
9.	Monitoring and evaluation requirements	Draft prepared	Agreed and baseline data	Confirmed		Baseline data within 9 months if not

	Key Project Preparation Elements	Stage of Project Preparation				Within 1 month of effectiveness
		Identification/preparation/Fact-finding	Appraisal (only World Bank)	Negotiations	Effectiveness	
			collected if possible.			possible to collect before
10.	Project Implementation Arrangements	Implementation arrangements and proposed staffing structure discussed and agreed in principle	Staffing levels and TOR agreed	Key staffing (including procurement and FM staff) approved.		Full Project Implementation Team in place
11.	TOR and RFPs for consultants for critical consultant packages required during first year of implementation	Critical consultant requirements discussed; ADB-drafted outline TOR included in draft PAM, & RFP to be prepared	TOR and RFP completed and agreed	RFP drafting commenced based on agreed TOR		Recruitment completed up through at least evaluation of proposals
12.	First year bidding documents for goods and works (where design and specification can be prepared through earlier project or project preparation facility)	Scope of documents discussed	Documents completed	Documents being drafted (to be completed within 1 month of negotiations)		First contracts ready for signing
13.	GOL counterpart funds (if required)	Defined (principally in-kind) and agreed in principle	Agreed	First year funds confirmed available		
14.	Assurances	Discussed and agreed in principle	Principle content of agreements agreed	Finalized and agreed		
15.	Legal Opinion				Legal Opinion	

APPENDIX 13: UNIT COSTS – ASSUMPTIONS AND ESTIMATION

The basic building block used in the costing of this project is the **Input Unit**. Each category of input is measured using a basic *standardised* input unit (or units). Table 13.1 shows the basic input unit for each major input category

Table 13.1 Input units for each input category

input category	input unit
Civil works (land)	m ²
Civil works (construction)	m ²
furniture and equipment	package of items
textbooks and teaching guides	set (eg for M3 or M6)
other instructional materials and manuals	set
staff development workshops etc	person-days
study tours	person-days
consultants and contracted personnel	person-months
stipends	recipients per year
access and other grants	recipients per year
project office space	m ²
operations and maintenance, and project office running costs	package/year
project related in-country travel	monthly allocations
studies and surveys	item

Each input used in the project design is costed by multiplying (a) *the quantity* of each standardised input required, by (b) the estimated cost of each standardised input unit i.e. *the unit cost*

Input quantities are entered by (a) sub-component and (b) project year

Unit costs are estimated (a) by their base cost, before taxes and duties (b) their total cost, inclusive of taxes and duties. Base costs are apportioned to their estimated local and foreign exchange components, see Figure 13.1.

Figure 13.1 Unit cost components

Base Cost			Taxes and duties	Total Unit Cost
Local	Forex	Total		

Where possible, inputs of goods and services will be sourced from local manufacturers and providers, in order to minimise the foreign exchange component.

Table 13.2 shows the rates of tax and duty currently applying in Lao PDR

Table 13.2 Lao PDR Taxes and Duties

Import Duties	Rate
Machinery etc	10%
Electrical equipment	10-20%
Cars	40%
Motor bikes	30%
VAT	10%

Source: <http://www.aseansec.org/14292.htm>

An average tax rate of 25% is assumed for consultants and contractual staff.

1. CIVIL WORKS

1.1 Land acquisition and preparation

Site selection and verification for the 30 LSE and 15 USE schools to be built under SESDP will confirm the actual location, size and state of readiness each is in. In lieu of having this information, it is assumed that they will require on average one hectare (10,000 m² each)

Until site selection and verification has been carried out the cost per m² of land to be used by the project can only be approximate. Based on discussions with government officers familiar with the potential project districts, an average figure of \$3.18 per m² has been used throughout.

Site preparation costs will also vary from location to location, when the terrain, access, proximity and availability of potable water and reliable electricity supplies, are assessed. In lieu of this information, an additional allowance of 10 percent of the cost of construction of new LSE and 5 percent of the construction cost of USE classroom blocks on existing sites has been made for site preparation.

1.2 Construction of new LSE school buildings

In lieu of information concerning the actual location of school building sites it has been assumed that there will be 10 schools in each of the northern, central and southern regions of the country.

Based on the specifications drawn up in the school construction program in BESDP, each of the 30 new LSE schools will be a building of 401 m², comprising 4 classrooms, 1 laboratory/multi-use room and 1 teachers' room, plus a separate toilet/ wet area.

The cost per m² is based upon actual costs of construction incurred under BESDP, adjusted for inflation. They are set out in Table 13.3.

As well as the additional 10% of construction costs allocated for site preparation, each new building will have an extra 3% on top of construction costs for fixtures and fittings.

Table 13.3 LSE school construction unit costs

Location	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Northern region	m ²	198	10	209	21.9	231
Central region	m ²	151	8	159	16.7	176
Southern region	m ²	167	9	176	18.5	194

1.3 Construction of new USE school buildings

In lieu of information concerning the actual location of school building sites it has been assumed that there will be 5 schools in each of the northern, central and southern regions of the country.

Based on the specifications drawn up in the school construction program in BESDP, each of the 15 new USE schools will be a building of 401 m², comprising 3 classrooms, 2 laboratory/multi-use room and 1 teachers' room, plus a separate toilet/ wet area.

The cost per m² is based upon actual costs of construction incurred under BESDP, adjusted for inflation. They are set out in Table 13.4.

As well as the additional 5% of construction costs allocated for site preparation, each new building will have an extra 2% on top of construction costs for fixtures and fittings.

Table 13.4 USE school construction unit costs

Location	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Northern region	m ²	334	18	351	37	388
Central region	m ²	254	13	268	28	296
Southern region	m ²	281	15	296	31	327

1.4 Construction of new school dormitories

Under SESDP 75 new school dormitories will be built – 30 to accompany the new LSE schools, 15 to accompany the new USE schools, and an additional 30 to be built on the sites of existing LSE schools.

In lieu of any design and specification work being carried out, the sites being located, and the needs and special circumstances of each of the 75 locations being assessed, the following general preliminary assumptions have been made:

- i. each LSE school will have 50 boarders -25 female and 25 male (USE dorms to be determined).
- ii. separate dormitory for each sex and, allowing each boarder 3 m², total area is estimated at 75 m² each, for a total of 150 m² per school
- iii. each dormitory will be supplied with concrete floor, roof supports and roofing and appropriate separate wet areas. Exterior walls, internal partitioning and fixtures and fittings are not included.

The estimated cost per m² is based upon the actual costings of slab, support and roofing construction incurred under BESDP, adjusted for inflation. They are set out in Table 13.4.

Table 13.4 LSE Dormitory construction unit costs

Location	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
All regions	m ²	39	4	43	4.8	48

2. FURNITURE AND EQUIPMENT

2.1 School furnishings

Each of the 30 new LSE schools and 15 new USE classroom blocks will receive packages of furnishings (desks, chairs etc) for classrooms, laboratory/multi-use rooms and teachers' rooms. The content of these packages is given in Appendix 17. The cost of these packages is based on the actual cost of supplying them to BESDP, adjusted for inflation. They are summarized in Table 13.5

Table 13.5 School furniture unit costs

Item	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Classroom	package					
LSE		2,031	107	2,138	224.4	2,362
USE		2,031	107	2,138	224.4	2,362
Laboratory/multi-use room	package					
LSE		2,025	107	2,132	223.9	2,356
USE		2,228	117	2,345	246	2,591
Teachers' room	package					
LSE		853	45	898	94.3	992
USE		853	170	1,023	119.3	1,143

2.2 Curriculum support packages

Each of the 30 LSE and 15 USE schools being constructed are to be supplied with curriculum support packages. The content and pricing of these is based on those given in the BESDP II PPTA Interim Report. The packages are included in Appendix 17, and their unit costs are shown in Table 13.6

Table 13.6 Curriculum support package unit costs

Item	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Science kits	package					
LSE science			1,190	1,190	238.0	1,428
physics			2,500	2,500	500.0	3,000
chemistry			6,000	6,000	1,200.0	7,200
biology			7,000	7,000	1,400.0	8,400
Other	package					
physical education			731	731	146.2	877
music/arts			1,200	1,200	240.0	1,440
library		910	3,510	4,420	793.0	5,213

2.3 ICT and related equipment packages

The packages are included in Appendix 17, and their unit costs are shown in Table 13.7

Table 13.7 ICT and related equipment package unit costs

Item	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
ICT	package					
RIES			2,793	2,793	558.6	3,352
TEI/FOE			2,793	2,793	558.6	3,352
SPA			1,110	1,110	222.0	1,332
Resources for ICT4LE materials development		98	350	448	79.9	528
school ICT4LE (pilot)			1,110	1,110	222.0	1,332

2.4 Office management equipment packages

Unit costs for the packages are shown in Table 13.8

Table 13.8 Office management equipment package unit costs

Item	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
provincial education services (PES)	package		3,370	3,370	706	4,076
district education bureau (DEB)			3,370	3,370	706	4,076
school management office			2,425	2,425	474	2,899
PMU			15,400	15,400	3,461	18,861
other (laptops)			940	940	181	1,121

2.5 Vehicles

The items are included in Appendix 17, and their unit costs are shown in Table 13.9

Table 13.9 Vehicle unit costs

Item	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Medium size SUV	item		40,150	40,150	16,060	56,210
Motor cycle			1,421	1,421	568	1,989

3. TEXTBOOKS

The input unit for textbook costing is the textbook set. The set for each curriculum level is made up of the number of subject textbooks required to support it. Table 13.10 gives the number of subject textbooks in each curriculum set

Table 13.10 Number of textbooks per curriculum set

Curriculum	Number of textbooks
M3	11
M4	11
M5	
Compulsory subjects	11
Elective subjects	8
M6	
Compulsory subjects	11
Elective subjects	8
M7	12

Costing of textbooks is broken down into three;

- i. cost of printing the textbooks
- ii. cost of packaging the textbooks into sets, and
- iii. cost of distributing sets to districts and schools

Costings are based on those in BESDP

3.1 Textbook printing

Table 13.11 shows the cost of printing per set

Table 13.11 Textbook printing unit costs

Curriculum	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
M3	set	6	6	12	1.80	14
M4		6	6	12	1.80	14
M5						
Compulsory subjects		6	6	12	1.80	14
Elective subjects		4	4	9	1.31	10
M6						
Compulsory subjects		6	6	12	1.80	14
Elective subjects		4	4	9	1.31	10
M7		7	7	13	1.96	15

3.2 Textbook packaging and distribution

Table 13.12 shows the cost of packaging and distribution per set

Table 13.12 Textbook packaging and distribution unit costs

Curriculum	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
All curricula M3 to M7	set					
packaging		1	-	1	0.12	1
distribution		25	-	25	2.50	28

4. TEACHING GUIDES

The input unit for teaching guide costing is the teaching guide set. The set for each curriculum level is made up of the number of subject teaching guides required to support it. Table 13.13 gives the number of subject teaching guides in each curriculum set

Table 13.13 Number of teaching guides per curriculum set

Curriculum	Number of teaching guides
M3	14
M4	14
M5	
Compulsory subjects	12
Elective subjects	10
M6	
Compulsory subjects	12
Elective subjects	10
M7	13

Costing of teaching guides is broken down into three;

- i. cost of printing the teaching guides
- ii. cost of packaging the teaching guides into sets, and
- iii. cost of distributing sets to districts and schools

Costings are based on those in BESDP

4.1 Teaching guide printing

Table 13.14 shows the cost of printing per set

Table 13.14 Teaching guide printing unit costs

Curriculum	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
M3	set	8	8	16	2.35	18
M4		8	8	16	2.35	18
M5						
Compulsory subjects		7	7	13	2.02	15
Elective subjects		6	6	11	1.68	13
M6						
Compulsory subjects		7	7	13	2.02	15
Elective subjects		6	6	11	1.68	13
M7		7	7	15	2.18	17

4.2 Teaching guide packaging and distribution

Table 13.15 shows the cost of packaging and distribution per set

Table 13.15 Teaching guide packaging and distribution unit costs

Curriculum	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
All curricula M3 to M7	set					
packaging		2	-	2	0.16	2
distribution		25	-	25	2.50	28

5. PRINTING OF MISCELLANEOUS INSTRUCTIONAL MATERIALS

There are a number of miscellaneous sets of instructional materials required in the project, primarily for use in REIS, TEIs and FoEs. The cost of printing these sets is allowed for but not their packaging or distribution.

Table 13.16 shows the estimated cost of printing per set for each item

Table 13.16 Unit costs of printing miscellaneous instructional materials

Item	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
M3-M7 instructional materials (TEI/FOE)	set	10	10	20	2.20	22
Supplementary guidelines for M1-M7 pre-teacher training		10	10	20	2.20	22
QA guidelines		10	10	20	2.20	22
TEI manuals		10	10	20	2.20	22
Teacher Placement Scheme manuals		10	10	20	2.20	22

6. TRAINING AND STAFF DEVELOPMENT

6.1 In-country workshops, seminars and focus groups

The input unit for this type of training and staff development is **person-day**.

Costs per person-day are estimated for eight different situations in which the workshops, etc, occur, depending on their location, and whether the participants are required to take overnight accommodation:

- i. National (Vientiane)
 - a. with accommodation, per diems etc
 - b. without accommodation, per diems etc

- ii. Regional (northern, central and southern)
 - a. with accommodation, per diems etc
 - b. without accommodation, per diems etc
- iii. Provincial
 - a. with accommodation, per diems etc
 - b. without accommodation, per diems etc
- iv. District/school-based
 - a. with accommodation, per diems etc
 - b. without accommodation, per diems etc

Person-day costs are based on actual costings of BESDP workshop programs, and are shown in Table 13.17

Table 13.17 Unit costs of in-country workshops, seminars, etc

Location	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
National (Vientiane)	Person-day					
with accommodation, per diems etc		39		39		39
without accommodation, per diems etc		25		25		25
Regional (northern, central and southern)						
with accommodation, per diems etc		39		39		39
without accommodation, per diems etc		25		25		25
Provincial						
with accommodation, per diems etc		36		36		36
without accommodation, per diems etc		20		20		20
District/school-based						
with accommodation, per diems etc		30		30		30
without accommodation, per diems etc		10		10		10

6.2 Regional study tours

Regional study tours are structured tours to relevant locations in the ASEAN region. The costing unit is **person-day**, and estimated costs are based on air travel, accommodation, per diems and in-country travel over a 14-day period. Estimates are shown in Table 13.18.

Table 13.18 Unit costs of regional study tours

Program	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Study tour	Person-day	420	420		420	420

7. CONSULTING SERVICES AND OTHER PERSONNEL INPUTS

7.1 International and national consultants, and locally contracted professionals

There are two components in the costing of international consultant inputs – (a) the number of person-months they are contracted for and (b) the number of missions their input is comprised of. Person-months are costed to include fees and per diems, based on standard ADB rates used for costing. Each mission is costed as the average cost of a return economy air fare to Lao PDR.

National consultants inputs are also measured in person-months, and are costed monthly fee rates consistent with ADB norms for costing.

Inputs of locally contracted professionals are also measured in person-months, and are costed at their monthly salary rates. These are determined by what the going rate is in the labor market.

Table 13.19 shows the unit costs for these inputs

Table 13.19 Unit costs of consultants and locally contracted professionals

Consultant service	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
International consultant	Person months					
Fee, per diem, etc			20,000	20,000	5,000	25,000
Return airfare			2,000	2,000		2,000
National consultant		3,300		3,300	825	4,125
Locally contracted professional		1,500		1,500	375	1,875

7.2 Locally engaged non-professional project staff

Inputs of locally employed administrative and general staff (drivers) funded by the project are measured in person-months, and are costed at their monthly wage rates. These are determined by what the going rate is in the Lao labor market

Table 13.20 shows the unit costs for these inputs

Table 13.20 Unit costs of locally engaged non-professional project staff

Personnel	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Project administrative staff	Person months	1,000		1,000	250	1,250
Project general staff (drivers)		790		790	197.50	987.50

7.3 project commissioned studies and surveys

In addition to international and national consultants, and individually contracted professionals, the project engages professional services from outside bodies. These outsourced services are measured as separate input items, and are costed accordingly, as in Table 13.21.

Table 13.21 Unit costs of outsourced studies and surveys

Study/survey	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Pilot study - graduate teacher placement scheme	item	100		100	10	110
Remedial Support Study evaluation (external)		10,000		10,000	1,000	11,000
School construction assessment survey		1,000		1,000	100	1,100
Stipend assessment survey		1,000		1,000	100	1,100
Outsourced M&E surveys			180,000	190,000	18,000	198,000
Annual audit		10,000		10,000	1,000	11,000

8. LUMP-SUM ALLOCATIONS

The project has a number of lump-sum allocations, the largest of which are the two stipend schemes and the Access Grants. These are measured as separate input items, and are costed accordingly, as in Table 13.22.

Table 13.22 Unit costs of lump-sum allocations

Lump-sum allocation	Unit	UNIT COST USD				
		Base Cost			Taxes and Charges	Total Unit Cost
		Local	Forex	Total		
Stipend Scheme	item					
.....LSE		120		120		120
.....USE		120		120		120
Access Grant						
.....LSE and USE		1,000		1,000		1,000

Remedial Support Scheme		300		300		300
SPA Support Scheme (pilot)		550		550		550

9. INDICATIVE GOVERNMENT CONTRIBUTION

Assumptions concerning government contribution are reflected below.

Table 13.23 Indicative breakdown of government contribution

(1) IN-KIND COSTS					
Land					
Estimated 450,000 square meters x (\$3.18/square meter)					1,428,838
					1,428,838
Office Space					
	rooms	rent/mo.	rent/yr.	years	Subtotal
PMU office	1	1,500	18,000	7	126,000
Consultant offc.	1	1,500	18,000	7	126,000
					252,000
MOE staff seconded to PMU					
	persons	salary/mo	salary/yr.	years	Subtotal
PMU Head	1	2,100	25,200	7	176,400
Deputy	1	2,100	25,200	7	176,400
tech. staff	3	500	6,000	7	126,000
					478,800
TOTAL IN-KIND					2,159,638

(2) CASH COSTS					
Utilities & other running costs					
	units	amt./mo	amt./yr.	years	Subtotal
Estimated total	1	2,120	25,434	7	178,038
					178,038
Estimated contingencies					
<i>4% phys. conting. on govt. cash cost</i>					7,122
<i>flat 9% price conting. on govt. cash cost</i>					16,023
TOTAL CASH (including contingency)					201,183

TOTAL GOVERNMENT CONTRIBUTION (1 + 2): 2,360,821

APPENDIX 14: FINANCIAL MANAGEMENT CAPACITY ASSESSMENT OF MOE

FINDINGS AND RECOMMENDATIONS

1. The purpose of the Financial Management Assessment (FMA) was to review and assess the EA's financial management including financial report, accounting, auditing internal control, disbursement pace, and cash flow management. The assessment focused on adequacy management of the project transactions, regular record the reliable financial statements, update the asset inventory and financial audit management. ADB's Financial Management Assessment Questionnaire (FMQ), disbursement handbook, and the Guidelines for the Financial Governance and Management of Project were used.

A. Review of Previous Reports

2. Project documents examined prior to the financial management assessment were: ADB, Institutional Strengthening of the National Audit Office (TRA: Lao32310), Basic Education Development Project (Project Number: 32312); Strengthening Higher Education Project (Project Number: 42134), Improved Public Financial Management Systems (Project Number 40300). Department of Finance (DOF) of the Ministry of Education's (MOE) Operation Manual. A comprehensive financial management assessment was completed by the Second Education Development Project (EDP2), World Bank, for EFA/FTI Catalytic Funding in November 2010, including central, provincial, district and school level assessments. An assessment was also completed for the Strengthening Technical Vocational Education and Training (STVET) Project (Project 42278). Both reports assessed the MOE financial management capacity as adequate.

B. Key Findings

(a) Issues for MOE

3. **Executing Agency (MOE/DSE).** Any project financed by external sources, particularly ADB projects, MOE has assigned the department concerned to implement the project activities. Project Coordination Committee (DSE, Department of Planning, DOF of MOE). Within the MOE, project financial proposal needs approval from DSE, DOF, Minister of MOE, and MOF. MOE establishes a Project Management Unit (PMU), whose role is to manage the planning and implementation of the project. PMU is responsible for carrying out all the project activities. Decree No. 008 is the governing decree for financial calculation for government employees. DOF has taken full responsibility in processing and endorsing all the project activities and it has coordinated with MOF related all work activities.

4. **Funds Flow Arrangement.** MOF designates MOE to open an imprest account at BOL. The Ministry receiving the assistance administers the project, including financial management and reports. The project has to deal with three departments at MOF (Tax Department, External Relation Department (for direct payment and replenishment), and Treasury Department (for imprest account).

5. Project financial flow consists of direct payment and payment through Imprest Account. For direct payment, PMU collects invoices from suppliers or contractors; prepares payment document; and submits withdrawal application to DOF, MOE for approval. Approval from MOF (External Finance Department) before submission to ADB is required. ADB transfers payment directly to supplier/contractor's account. (Direct payment consists of large procurement and civil

work). For Imprest Account, PMU prepares and submits withdrawal application to DOF, MOE for approval; the request is then forwarded for approval of MOF (Treasury Department) before submission to ADB. Funds flow from ADB to BOL (Imprest Account). Funds flow through imprest account consists of expenses, such as workshops, personnel development, training, and project management.

6. For document processing, PIU prepares a proposal and submits to the project director (PD). PD checks the proposal in consultation with the concerned Department and submits the proposal to DOF, MOE. Depending on the delegation of authority, Director of DOF or Minister approves before submitting it to MOF and then to ADB. At DOF, Financial Control Division and Accounting Division check the financial document.

7. DOF document processing rules for financial management, particularly where a project extends to the provinces need to be adhered to. Provincial education officials do not have full understanding on the nature of supporting documents; on procedure of financial flow; proposals for disbursement, project plan and execution, and other financial-related matter.

8. Fund transfer to students has experienced difficulties. Under the Basic Education Sector Development Program (BESDP), students receiving scholarships were required to obtain parental consent to open a bank account, and accounts were opened for each student to receive scholarship payments each semester. Given difficulty in students travelling to the nearest bank, it was reported that many head teachers took signed authorities from students, withdrew funds from student accounts and paid money to the students upon return to school. This process negated the purpose in opening individual student accounts.

9. Under STVET, the PMU transfers the budget to province and the school pays the allowance to students, not directly transfer to students. The more transfer points the financial arrangement has to go through, the slower it is. Transaction fees raise the cost of administration.

10. Stipend payments to students in Ethnic Boarding Schools (on the Provincial Budget) already use a direct payment from PES to the school and the school makes payments to students.

11. For the introduction of GOL Block Grant payments to schools, each school will be required to open an account at a District Bank. There is a strong argument that the same process applies for payment of SESDP stipend funds and Access Grant funds (where approved) to the school accounts. This will require someone from the school to travel to the District Center to withdraw funds. Guidelines for pupil-parent associations will establish procedures for community oversight of payments to eligible students.

12. For BESDP scholarship payments, challenges included remoteness of schools from the nearest Bank, as well as the pace of document processing between PMU and DOF at MOE. Issues related to financial flows through imprest account included the slow pace of document processing between PMU and DOF, due to the limited number of staff handling many projects and document checking. In principle, project expense requires approval and account clearance approval requires signatures by: PIU, PMU, and DOF (MOE).

13. **Staffing.** Both the EFA/FTI and STVET FMA identified level of MOE DOF staffing as problems. There are 8 staff allocated for accounting division and 4 staff for Financial Control Division. No staff at the Accounting Division has accounting major (three staff majored in

Business Management, and two in Finance). Although the DOF/MOE is staffed with experienced staff, technical qualifications and the number of staff are limited, with only two for supervising ADB funded projects. While MOE runs many externally funded projects, it needs more qualified accountants, with delegated authority to approve financial matters. Education for All (EFA), Fast Track Initiative Catalytic Fund (FTI/CF) project, co-financed by World Bank, AusAID, and Lao Government, sent a World Bank Mission to observe financial management of MOE, and also identified that accounting staff at DOF is insufficient. It was proposed by DOF that 13 accountants are needed for Accounting Division and 7 financial controllers for Financial Control Division.

14. In April 2010, new personnel quota (7 staff) was allocated to DOE. DOE has recruited three staff (one for Accounting Division; one for Financial Control Division; and one for Construction Design and Maintenance Division, and is planning to recruit four more staff (three for Accounting Division, and one for Construction Design and Maintenance Division). During 2011, DOF has recruited an additional 6 staff, all graduates – five in Business and the sixth has a Master in Finance including Budget Accounting.¹

15. **Accounting Policies and Procedures.** The chart of account is adequate to properly account for and report on project activities and disbursement categories. Cost allocations to the various funding sources are made accurately and in accordance with established agreements, and the General Ledger and subsidiary ledgers are reconciled and balanced. All accounting and supporting documents are retained on a permanent basis in a defined system that allows authorized users easy access. DOF has requested short, in-country courses tailored to meet the specific needs of its staff and to share experiences with international experts.

16. **Segregation of Duties.** According to roles and tasks responsibilities are divided among the Minister, Director General of DSE, Director of DOF, Chief Accountant, Accountants and Cashier to manage cash flow. The recording of transactions is carried out by accountant officers at PMU level and the cashier is the custodian of assets obtained through the transactions. Ordering, receiving, accounting and paying functions are segregated. Hence, there is proper accounting control between the recording and cash disbursement functions.

17. **Budgeting System.** The MOE follows the Government fiscal year – October to September. The current budgeting system of MOE follows financial Management Regulation specified by MOF. There is a system of variance analysis which is done on a quarterly and yearly basis.

18. **Asset Inventory.** All assets belonging to the Project are tagged and recorded by PMU in asset accounts. The assets assigned to project beneficiary are recorded in the organization's asset account. Therefore, there are adequate safeguards to prevent from fraud, waste and misuse of the project fund. However, asset values are not updated at the end of each year, and physical verification of assets and reconciliation with records is not done on a regular basis by PMU, but by an auditing agency. All assets, except for vehicles, are not insured.

19. **Financial Reporting and Monitoring.** Financial statements are prepared quarterly for MOE and MOF. The reporting system is already fully adapted to report on the project outputs. The financial management reporting responsibilities, required content of the financial report, and procedures are specified in the operation manual of the DOF in MOE. Computerization of the

¹ Chart being revised by DOF including new appointments to Accounting and Financial Control Divisions.

accounting record has just started, utilizing different software identified in a different project. Streamlining the software and system is needed to improve the current financial information management to incorporate the project accounts and ensure that these are reflected accurately in the financial reporting system of MOE. Likewise, the project's financial reporting needs to be strengthened to conform to both ADB and MOF requirements.

20. **Management of accounting information** is mostly manual system. MOE and externally funded projects use different software to maintain financial information (e.g. Microsoft Excel, Quicken, and ACCPAC). Therefore, financial information are not capable of digitally reconciliation. The primary control over expenditure is the budget allocation. Another point of internal control is the Treasury Department that ensures that payment is genuine and within budgetary limits. Management of accounting information is handled by DOF, MOE.

21. **Audits.** For ADB, project account is audited by State Audit Office. The Financial Control Division within DOF, MOE carries out internal financial control. Mandatory external audits are required by the Government. In the previous audits, no major problem has been identified.

22. In conclusion, MOE's capacity to undertake the financial management report is adequate. The financial department of MOE has the required capacity and experience in financial management for the annual operation and maintenance of the system, with additional qualified accounting staff, training and software improvement. Among the major issues are (i) MOE has inadequate qualified and experienced accountants to manage the payment and contractors' disbursement of numerous projects; (ii) need to streamline project expense approval and account clearance approval processes: required signatures from PIU, PMU, DOF (MOE), MOF; and double checking layers at DOF (by Accounting Division and Financial Control Division) which may not be necessary since the procedure of application itself requires several inspections; (iii) lack of integrated financial information management systems (different software used in different levels), and (iv) financial management operation procedure manual does not fully describe all the needed procedures and is not widely disseminated. In general the financial management is based on the Principles and Regulations issued by the MOF. It is required that the MOF should disseminate these principles and regulations for smooth implementation.

23. **Recommendations.** (i) Since procedures cannot be altered, MOE needs more technically competent accounting staff, with delegated authority. (ii) Financial information management needs improvement. The process of document processing can be streamlined through a synchronizing software for financial information from PMU, DOF, MOE, and MOF to enhance the quality, accuracy, and speed of financial management. (iii) MOE shall adapt software to handle financial information management system and train a specialist to administer the system. (iv) Improving financial and accounting operation manual and disseminating it to all financial staffs at different levels will increase an understanding of financial flow and requirements. For Funds Flow, see Proposed Funds Flow section.

Summary of Issues

24. PMU is formed with the approval from the Ministry of Education and steering committee. PMU recruits accountants and prepares annual contracts, which are subject for extension/renewal depending on staff performance. In the first six months, the accountant usually requires close supervision from project director as he/she learns the required procedures.

25. Proposal for expense is time consuming due to PIU's insufficient understanding of budget allocation and eligible expenses; thus the proposal is sent back and forth between PMU and PIU (particularly at provincial level). The same matter sometimes occurs between PMU and National Treasury, MOF, as the latter controls the expenses according to the actual cost in the market, e.g. accommodation, conference venue, etc.

26. SESDP follows the current BESDP Project and the existing procedures and standards for the PMU and Ministry DOF should continue. The requirement for students receiving BESDP scholarships to open personal bank accounts required an unnecessary diversion of time, and accounting. Students required parental consent to open accounts, the Banks were too remote from the schools and procedures were adopted where the school head or a designated teacher went to the bank, withdrew funds from student accounts, and students signed for receipt of the money. These procedures negated the purpose of operating individual student bank accounts.

27. **Stipend Payments.** SESDP should assist the MOE revise guidelines for stipend payments to students, submit these for ADB concurrence, and provide training for pupil-parent associations to (i) ensure that the poorest students receive stipends, (ii) maintain an accurate record of payments made to each student, (iii) monitor attendance and minimize drop-out, and (iv) the pupil-parent associations ensure that the stipend moneys are used appropriately.

28. **Access Grant** payments under SESDP for low-cost community managed dormitories should be based on MOE approval of proposals from pupil-parent associations in the 30 newly constructed LSE schools, up to 30 additional LSE schools, and 15 schools receiving new USE classrooms and laboratories. Timely reporting of all payments made and any unspent funds should enable the PMU to account for all Project funds.

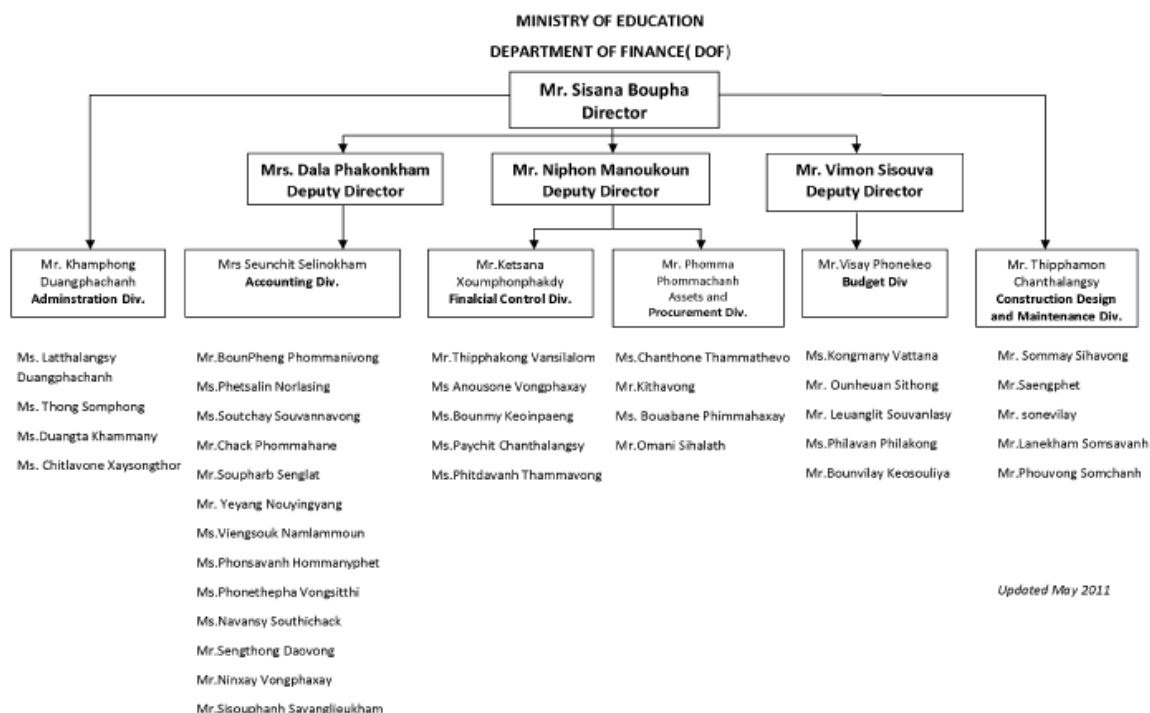
29. As SESDP will operate in at least 30 districts in 15 Provinces, the PMU and DOF should provide training for District and Provincial staff so that financial reporting meets MOF and ADB requirements.

C. Recommendations:

28. The establishment of the PMU requires careful selection of highly competent staff experienced in ADB-funded projects. The following recommendations are specific for PMU financial management:

- (i) The Head of the PMU should have knowledge, experiences and skill in Project Management—continuity in PMU staffing with the BESDP should be maintained to the extent practical, which support effective implementation;
- (ii) Establish an effective financial management team through recruitment of competent senior accountants, with clearly defined duties, responsibilities, lines of supervision and explicit authority for approval and payment of Project funds.
- (iii) Funds Transfer consist of three types: (a) transfers from ADB to the imprest account, (b) transfers to suppliers and contractors; and (c) transfers directly to schools for access grants and stipends. Funds transfer for schools should be directly from Imprest Account to school accounts (established at a District Bank), with each school accounting for payments to students in the case of stipends, including public and transparent payment, student signatures verifying receipt, etc. Funds for project administration from the Imprest account shall be carefully documented. Large procurement and civil works contracts are transferred directly from Imprest Account to suppliers and contractors.

- (iv) Establish a computerized financial management reporting system that is integrated with MOE system and ADB format. Each of the SEDDP schools which receives stipend or other access grant payments should have a separate reporting identity, so that timely reporting of all payments can be made, and reported at school, district, provincial and national level.
- (v) PMU, DOF, Provincial and District finance/accounting staff need appropriate training in financial management, preparation of budget, financial analysis, and reporting before and in the early stages of the project. Building on capacity building under the PPTA (including during the course of the FMA), soon after effectiveness, the project will mobilize locally-recruited professional-level contractual staff² who will be assigned to the PMU, to augment and support MOE-assigned staff, whose responsibilities will include providing initial-stage training and ongoing capacity building to the PMU and various IUs; and
- (vi) ADB will carefully review financial management aspects during missions and review of audit report findings. ADB may also consider the use of an external auditing firm, if deemed needed.



² This will include 228 person-months of inputs, including a full-time Project Finance Officer and Project Monitoring and Reporting Officer for the duration (plus a procurement officer for the first 5 years),

Education Background of Accounting Division, DOF, MOE

No.	Name	Position	Major	Degree
1	Ms.Seunchit Selinokham	Head of Division	English	Bachelor
2	Mr.Bounphent Phommanivong	Deputy Head	Finance	Bachelor
3	Ms.Phetsaline Norlasong	Deputy head	Maths/Physics	Bachelor
4	Ms.Soutchay Souvannavong	Technical staff	Business Management	Bachelor
5.	Mr.Chack Phommahane	Technical staff	Business Management	Diploma
6.	Mr.Souphab Saenglath	Technical staff	Finance	Diploma
7.	Mr.Yeyang Naoyiyang	Technical staff	Economic Planning	Master
8.	Ms.Viengsouk Namlammoun	Technical staff	Business Management	Bachelor
9.	Ms.Pholesavanh Hommanyphet	Technical staff	BA	Bachelor
10.	Ms.Phonethepha Vongsithi	Technical staff	BA	Bachelor
11.	Ms.Nouansy Southichack	Technical staff	Maths	Bachelor
12.	Mr.Sengthong Daovong	Technical staff	BA	Bachelor
13.	Mr.Ninxay Vongphaxay	Technical staff	BA	Bachelor
14.	Mr.sisouphanh Savanglienkham	Technical staff	Finance	Master

Updated May 2011. Positions 9-14 new appointments.

APPENDIX 15: CONSULTANT TERMS OF REFERENCE

INDICATIVE OUTLINE TERMS OF REFERENCE FOR CONSULTANT INPUTS Secondary Education Sector Development Program

VI. INTRODUCTION

239. Under the proposed Secondary Education Sector Development Program (SESDP), the Asian Development Bank (ADB) will finance consultant services outlined below. The consultants will report to the SESDP Project Management Unit (PMU) established within the Ministry of Education (MOE) of the Lao People's Democratic Republic (Lao PDR)—the Executing Agency (EA) for SESDP—and in close coordination with ADB. The consultants will directly support the implementation of SESDP's investment project grant component, which includes specific assistance to MOE and the Government of Lao PDR in carrying out the secondary education (SE) reform agenda that is supported under SESDP's program loan component.

240. It is foreseen that formal consultant inputs will be subdivided into 2 types, as detailed below: (i) firm-based implementation consultants, and (ii) professional-level contractual staff to support the PMU (augmenting MOE-appointed staff) and short-term curriculum developers to support write-shops, principally for development of the new pre-service teacher training curriculum aligned with the new LSE and USE curricula being rolled out in schools.¹

II. IMPLEMENTATION CONSULTANTS

241. A firm will be recruited and will mobilize a team of 19 international consultants (totaling 151 person-months) and 22 national consultants (totaling 340.0 person-months) to perform the tasks outlined below and any others as may be reasonably requested in support of SESDP implementation.

Position(s)	Key Tasks	International/ National	Person- months
TEAM LEADER (TL) AND DEPUTY TEAM LEADER (DTL) FOR OVERALL PROJECT IMPLEMENTATION			
Expert on Secondary Education Management/ Team Leader (1)	The TL's work will span all outputs. Core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Focal point for MOE and ADB on project management; ▪ Support PMU in SESDP management, reporting to MOE and ADB, etc. ; ▪ Develop detailed work plans for the consultant team and supervise and coordinate inputs; ▪ Coordination and advice to MOE and government on SE reforms; ▪ Dialogue/coordination with development partners (DPs) ▪ Provide guidance to the Civil Works Coordinator in developing civil works support for USE instruction; ▪ Provide guidance to other consultants and the PMU as needed (e.g., development of lists of equipment and materials to be provided to schools, TEIs, etc.) 	International	48.0

¹ In addition to consultants noted herein, the SESDP will support administrative/secretarial staff for the PMU, and will also outsource several M&E studies, including a firm or institution to conduct an independent, rigorous impact evaluation of SESDP's LSE stipend program. PAM Appendix 11 provides an outline for the latter, and detailed terms of reference (TOR) will be finalized by end 2011 to allow commencement in early 2012.

Position(s)	Key Tasks	International/ National	Person- months
Specialist on Secondary Education Management/ Deputy Team Leader (1)	The TL's work will span all outputs. Core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support the TL in the tasks above; ▪ Provide overall oversight, guidance, and coordination for national consultant team members; ▪ Take the lead in dialogue at the sub-national level (e.g., PES, etc.) 	National	75.0
OUTPUT 1			
Expert on Upper Secondary School Architectural Design (1)	Largely focused on sub-output 1A, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Review assessment and preliminary design work of the national architect for USE room blocks and low-cost dormitories; ▪ Conduct additional analysis and site visits as needed, to ensure optimal and efficient design, including sustainability aspects; ▪ Guide the architect to develop the final detailed design and drawings for USE-related civil works; ▪ Advise the Civil Works Coordinators on developing guidelines for preparing and inspecting USE civil works 	International	2.0
Civil Works Coordinator (1)	Largely focused on sub-output 1A, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Organize final validation of sites identified for new LSE schools and low-cost dormitories, including ensuring compliance with criteria (including SPS-related aspects); ▪ Review and assess LSE school model designs developed under the BESDP, and refine as necessary; finalize drawings; ▪ In coordination with early stage work on the USE school mapping in target districts, develop a detailed design model for the USE-related civil works; develop and finalize drawings; ▪ Support the PMU in tendering and procurement processes for LSE and USE civil works; ▪ Assist the PMU in monitoring and quality control of civil works, coordinating closely with PUCDAs, etc. and conducting field inspections/spot checks; 	National	42.0
Specialist on Upper Secondary School Design (Architect) (1)	Largely focused on sub-output 1A, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Early in the project, based on site visits as needed, work with the Civil Works Coordinator to finalize requirements for the LSE low-cost dorms, for inclusion in tendering documents; ▪ Conduct initial site visits and analysis on needs and potential design features for USE-related civil works; ▪ Support the Expert in developing the final designs and other tasks above; 	National	6.0
Expert on Access-Enhancing Stipends and School Grant Schemes (1)	Largely focused on sub-output 1B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Review and assess related schemes piloted under BESDP as well as international experience/models; ▪ Provide advice on the design of bundled support for low-cost dormitories and remedial support for boarders; ▪ Support IEC and DNFE to develop guidelines for SESDP's stipend and access grant programs, ensuring compliance with the gender action plan (GAP), ethnic group plan (EGP), etc; ▪ Support IEC to design, organize, and evaluate findings from the baseline study 	International	4.0
Stipend and	Largely focused on sub-output 1B, core tasks will include (but not	National	24.0

Position(s)	Key Tasks	International/ National	Person- months
Access Grant Coordinator (1)	be limited to): <ul style="list-style-type: none"> ▪ Support the Expert in the tasks above; ▪ Guided by the Expert, work closely with IEC and DNFE to develop and implement a multi-stage capacity building program for local officials and communities/PPAs to support stipend and access grant programs; ▪ Coordinate with IEC and DNFE to validate PPA establishment, and to review proposals for stipend beneficiaries and access grants, ensuring compliance with the GAP, EGP, etc.; ▪ Support IEC and DNFE to manage stipend and access grant implementation and in continuous monitoring. This will include spot checks, particularly in early phases, to identify and trouble-shoot any issues; 		
Expert on Gender and Social Development (1)	Focused partly on sub-output 1B, but providing support project-wide, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Advise IEC and the consultants in design of guidelines for the stipend and access grants; ▪ Work with IEC, DNFE, and other units to develop detailed mechanisms to support implementation and monitoring of the GAP and EGP; ▪ Provide capacity building as needed to regarding the GAP, EGP, and broader gender and social aspects; ▪ Provide gender and ethnic group-related inputs to SESDP's overall M&E strategy and instruments 	International	6.0
Specialist on Gender and Social Development (1)	Focused partly on sub-output 1B, but providing support project-wide, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support the Expert in the tasks above; ▪ Support DSE, IEC, and DNFE to ensure ongoing M&E of gender- and ethnic group-related aspects (including GAP and EGP) of SESDP interventions, including via periodic spot checks; ▪ Work with DSE (in coordination with IEC and DNFE) to develop detailed protocols and capacity building for school management of dormitories (emphasizing student security and well-being) as well as broader community support; ▪ Support DSE to ensure ongoing M&E of dormitory use and conditions, including via periodic spot checks; ▪ In coordination with DSE, IEC, DNFE, and other IUs, conduct training/orientation/capacity building related to the above for central and local staff staff; 	National	30.0
OUTPUT 2			
Expert on Teacher Education and Training Systems (1)	Providing guidance spanning outputs 2, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Review pre- and in-service teacher training systems and approaches, elaborating on PPTA analysis; ▪ Assist DTE to develop a new pre-service teacher training curriculum for LSE and USE teachers, to align with the new M1 to M7 curriculum; ▪ Based on PPTA analysis, support DTE in identifying priority lists of needed curriculum resources and instructional materials for TEIs and FOEs to be procured under SESDP; ▪ Develop and assist DTE to organize capacity building workshops for TEI master trainers and senior staff to support introduction of the revised curriculum; ▪ Work with DSE, RIES, DTE, and other units to develop detailed planning for in-service training for M3 through M7 (year-by-year); ▪ Provide direct support to RIES and DSE to develop the 	International	19.5

Position(s)	Key Tasks	International/ National	Person- months
	curriculum and materials for these trainings; <ul style="list-style-type: none"> ▪ Assist DSE to develop M&E strategies and instruments for the training program; ▪ Advise on the design for support for the SPA system, including via annual conferences and the ICT4LE pilot; ▪ Advise on other pilot interventions, etc. 		
Specialist on Pre- and In-service Teacher Training (1)	Largely focused on sub-outputs 2A and 2B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support the Expert in the tasks above; ▪ Work closely with DTE, TEIs, and FOEs on needs assessment and institutional strengthening for per-service teacher training systems; ▪ Provide direct support to DSE, RIES, and DTE in organizing, implementing, and monitoring in-service service teacher trainings (including training-of-trainers) for M3-M7 teachers; ▪ Support interventions to enhance the efficacy of SPAs, including through the annual conferences and ICT4LE pilot; 	National	27.0
Expert in Quality Assurance in Teacher Education (1)	Largely focused on sub-output 2A, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Review the pre-service teacher training system and existing quality-assurance aspects, elaborating on PPTA analysis; ▪ Work with ESQAC and DTE to develop Quality Assurance procedures for accreditation of LSE and USE pre-service teacher training courses to ensure equivalency of standards between TEIs and FOEs; 	International	3.0
Specialist in Quality Assurance in Teacher Education (1)	Largely focused on sub-output 2A, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support the Expert in the tasks above; 	National	3.0
Expert on Teacher Recruitment, Deployment, and Performance Monitoring (1)	Largely focused on sub-output 2A, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Review and elaborate on related PPTA analysis; identify constraints and measures needed to more fully operationalize the TDMPFAP and other policies and strategies; ▪ Develop the detailed design for “Pilot 1” (placement scheme), including related guidelines, required capacity building interventions, M&E. ▪ Take lead responsibility for the pilot’s final assessment; ▪ Support development of strategies/plans for scale-up/replication of successful interventions; ▪ Work with DSE, DOP, DTE, ESQAC and other units to develop procedures and manuals for (i) teacher recruitment and utilization; and (ii) teacher performance M&E; 	International	7.5
Specialist on Teacher Recruitment Deployment and Teacher Performance Monitoring (1)	Largely focused on sub-output 2A, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support the Expert in the tasks above; ▪ Conduct in-depth consultation at central and local levels to inform development and finalization of the procedures and manuals noted above; ▪ Support DOP in implementation of Pilot 1, including conducting capacity building as needed; ▪ Support DOP in M&E, including related in-field and analytical work and inputs to the final assessment; 	National	9.0

Position(s)	Key Tasks	International/ National	Person- months
Expert on Low-cost ICT Materials Development for Educators (1)	Largely focused on sub-output 2B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Provide a report to MOE on international experience in the use of low-cost ICT (including mature forms like TV and radio, mixed with print materials) for use in capacity building, and support to teachers and other front-line educators; ▪ Assess and advise DSE and RIES on potential models for using ICT-based materials to support educators in the Lao PDR context; ▪ Assess and develop plans and interventions for enhancing RIES' capacity in developing materials for dissemination via TV, radio, DVD, etc.; ▪ Develop the detailed design for "Pilot 2" (ICTLE to support SPAs), including related guidelines and M&E; ▪ Provide related capacity building to DSE, RIES, and participating SPAs as needed. Take lead responsibility for the pilot's final assessment including identifying policy implications; ▪ Support development of strategies/plans for scale-up/replication of successful interventions; ▪ Assess the use of ICT in pre-service teacher training and provide advice to DTE; 	International	10.0
Specialist on Low-cost ICT Materials Development for Educators (1)	Largely focused on sub-output 2B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support DSE and RIES in implementation of Pilot 2, including conducting capacity building as needed; ▪ Support DSE in M&E, including related in-field and analytical work and inputs to the final assessment; 	National	12.0
Specialist on Textbook and Teacher Guide Procurement (1)	Largely focused on sub-output 2C, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Assess experience from BESDP and other in-country textbook procurement and identify recommendations for procurement and distribution (indicatively foreseen to involve pre-packaged allocations to each DEB); ▪ Assist the PMU in all aspects of procurement for textbook and teacher guide procurement, including preparation of bid documents 	National	6.0
Expert on Textbook Policy Development (1)	Largely focused on sub-output 2C, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Provide a report to MOE on international experience related to policies for textbook, including procurement, replacement schemes, etc.; ▪ Conduct assessment and consultations to develop detailed recommendations for SESDP's support for textbooks and teacher guides as well as broader policy; ▪ In dialogue with other DPs, advise MOE on developing a policy covering various aspects related to textbooks, including managing textbook supplies, mechanisms and financing (e.g., via block grants) for periodic textbook replacement, and planning for future textbook development; 	International	4.0
Specialist on Textbook Policy Development (1)	Largely focused on sub-output 2C, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support the Expert in analysis and policy dialogue noted above; ▪ To feed into this, conduct an in-depth assessment (including field visits as needed) of the status of textbooks in Lao PDR LSE and USE schools to identify issues and underlying constraints; 	National	6.0
Experts on	Largely focused on sub-output 2C, core tasks will include (but not	International	12.0

Position(s)	Key Tasks	International/ National	Person- months
Upper Secondary Curriculum Materials Development (3): 1. Foreign Language; 2. Science and Math; 3. Social Sciences	be limited to): <ul style="list-style-type: none"> ▪ In coordination with corresponding experts/specialists, and in view of international experience in developing textbooks and teacher guides, assist RIES in planning development of USE materials for foreign languages; ▪ Provide technical advice and support to RIES in implementing curriculum materials development for M5 – M7, year-by-year; ▪ The Expert for science and math will focus principally on science, providing secondary inputs as needed for math; 		<i>(4.0 p-m each)</i>
Specialist on Secondary Curriculum Development - Foreign Languages (1)	Largely focused on sub-output 2C, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Early in the project, assist RIES in organizing the camera readiness check for the M3 and M4 textbooks; ▪ For USE materials development, act as subgroup leader for the national specialists, ensuring close coordination in processes for each subject area; ▪ Support RIES in organizing and implementing workshops and other materials development processes, and provide related capacity building as needed; ▪ Support the Expert in the tasks above; 	National	8.0
Specialists on Upper Secondary Curriculum Materials Development (3): 1. Science 2. Math 3. Social Sciences	Largely focused on sub-output 2C, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support the corresponding Expert in the tasks above; ▪ Support RIES in organizing and implementing workshops and other materials development processes, and provide related capacity building as needed; ▪ In addition to the above, in dialogue with other consultants, the Specialist for Science will support RIES and local education offices in designing and implementing the pilot test of the interim M5 textbooks and teacher guides; 	National	22.0 <i>(10.0 p-m for Science, and 6.0 p-m for each of Math & Social Sciences)</i>
Expert on Instructional Materials Procurement (1)	Largely focused on sub-output 2D, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ In dialogue with the TL and other consultants, conduct an in-depth assessment of the status and priority needs for teaching materials and simple equipment in LSE and (later) USE schools, focusing on optimal contribution to teaching, economy, and sustainability/maintenance; ▪ Assist DSE to identify appropriate packages for provision to 60 schools to be equipped under SESDP (30 for LSE, and 30 for USE instruction); ▪ Assist the PMU to preparing tendering documents and other aspects of procurement and distribution; 	International	2.0
Specialist on Instructional Materials Procurement (1)	Largely focused on sub-output 2D, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Support the corresponding Expert in the tasks above; 	National	3.0
Expert on Secondary School Student Assessment (1)	Largely focused on sub-output 2E, core tasks will include (but not be limited to): <ul style="list-style-type: none"> ▪ Review recent experience with LSE and USE school-leaving exams (M4 and M7) in Lao PDR, as well as the related institutional context; ▪ In view of international models and to promote regional 	International	9.0

Position(s)	Key Tasks	International/ National	Person- months
	alignment, assist ESQAC and DSE (in dialogue with other units of MOE and DPs) to develop a new rules and regulations for M4 and M7 exams; <ul style="list-style-type: none"> Support RIES and DSE to develop the ASLO for M4 (by 2014) and M7 (by 2017), identifying in particular measures for administration and transparency; 		
Specialist on Secondary School Student Assessment (1)	Largely focused on sub-output 2E, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Support the Expert in the tasks above; 	National	11.0
OUTPUT 3			
Expert on School Network Mapping (1)	Largely focused on sub-output 3A, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Support ESITC and DSE to develop a methodology for school network mapping; Assist ESITC in launching school mapping of LSE and USE schools in target areas, providing necessary technical and capacity building support; Assist ESITC in expanding this to a nationwide SE school network mapping; Provide related advice on MIS; 	International	6.0
Specialist on School Network Mapping (1)	Largely focused on sub-output 3A , core tasks will include (but not be limited to): <ul style="list-style-type: none"> Support the Expert in the tasks above; 	National	4.0
Expert on Social Marketing and Communication (1)	Largely focused on sub-output 3B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Conduct an in-depth analysis of communication within the MOE (horizontally and vertically), and outward dissemination and advocacy to the general public; Assist MOE to plan a participatory process for developing a strategy on communication, dissemination, and advocacy within and beyond the MOE system; Assist the PMU to develop a consultation and communication strategy for SESDP; 	International	4.0
Specialist on Social Marketing and Communication (1)	Largely focused on sub-output 3B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Support the Expert in the tasks above; Assist MOE in workshops, consultations with stakeholders at various levels, and other processes to identify key priorities and elements of the strategy; Assist the PMU to launch SESDP's communication strategy for its own initiatives, and provide capacity building as needed; 	National	12.0
Expert on Private Sector Mobilization in Education (1)	Largely focused on sub-output 3B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Provide a report to MOE (including DPEM) on models and international experience of various models of PPP, mobilization of CSR and non-profit support to education (particularly SE) in countries with similar contexts; Assess implementation of the SPPE to date, prospects, and constraints, and assist DPEM in identifying a prioritized sequence to promote SPPE's aims; Support DPEM and MOE in developing a revised decree on private education that is aligned with the Investment Law and supports implementation of the SPPE; Assist the PMU in exploring mobilization of CSR and other non-government support for SESDP initiatives (e.g., sponsorship of 	International	4.0

Position(s)	Key Tasks	International/ National	Person- months
	teacher training participants' costs);		
Specialist on Private Sector Mobilization in Education (1)	Largely focused on sub-output 3B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Support the Expert in the tasks above; Assist DPEM in organizing and implementing workshops, consultations, with private sector (including non-profit) stakeholders; 	National	4.0
Expert on ICT-for Education Policy and Strategy (1)	Largely focused on sub-output 3B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Provide a report to DSE, ESITC, and other MOE/government units on models and international experience of low-cost ICT as a tool to serve education objectives, particularly in school education; Assess opportunities, constraints, and priorities for Lao PDR, with a focus on solutions to challenges in rural education Prepare indicative total cost of ownership (TCO) analysis for MOE based on models involving various traditional and more modern ICTs; Assist DSE to draft a policy and (later) an operational strategy on appropriate ICT to support grade 1-12 education, which is dictated by educational objectives and clearly prioritizes equity and sustainability; Assess experiences under SESDP's pilot, and assist MOE to assess options for potential broader introduction of this and/or other interventions; 	International	4.0
Specialist on ICT-for Education Policy and Strategy (1)	Largely focused on sub-output 3B, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Support the Expert in the tasks above, including collecting and analyzing detailed data needed for TCO estimation, etc.; Conduct focused case studies of emerging models of ICT use in education in Lao PDR; 	National	12.0
Expert on Education M&E (1)	Largely focused on sub-output 3D, core tasks will include (but not be limited to): <ul style="list-style-type: none"> In close dialogue with DSE and ADB, develop the overall M&E strategy spanning SESDP's project component, including quantitative and qualitative aspects; coordinate closely with other experts to ensure M&E captures data to report against the DMF, GAP, EGP, etc.; Identify a clear division of labor across different IUs in terms of M&E, and develop a related capacity building plan; Under the overall M&E strategy, take lead responsibility for designing systematic surveys and studies, indicatively in the first, third, and fifth years, to feed back into project implementation, as well as final evaluation of the SESDP; 	International	6.0
M&E Coordinator (1)	Largely focused on sub-output 3D, core tasks will include (but not be limited to): <ul style="list-style-type: none"> Support the Expert in the tasks above, including direct responsibility for implementing and/or supervising local data collection; In close dialogue with ESITC, analyze relevant EMIS data to complement data collected within the project; Act as liaison in coordination and data compilation across implementing units; 	National	24.0

III. PROFESSIONAL-LEVEL CONTRACTUAL INPUTS

242. To augment MOE staff assigned to the PMU, the project will tentatively finance a total of 228 person-months of inputs from locally-recruited contractual staff assigned to the PMU (to be recruited as individuals), including: (i) a Project Finance Officer (84 person-months); (ii) Project Procurement Officer (60 person-months); and (iii) Project Monitoring and Reporting Officer (84 person-months). MOE will propose detailed draft terms of reference (TOR) prior to negotiations. Key collective deliverables will include timely delivery of

- (a) Initial-stage training and ongoing capacity building to the PMU and various implementing units;
- (b) high quality activity proposals and forward-looking plans for project interventions;
- (c) quarterly progress reports (covering both the project and program);
- (d) documentation to support withdrawal applications, SOE and imprest account replenishments, requests for no-objection letters;
- (e) accurate and high-quality documents for bidding, procurements, and other processes, etc.;
- (f) response to MOE or ADB requests for issue-specific information, data needed for missions, etc.;
- (g) smooth overall implementation issues, and timely and effective responses to any issues that may emerge;

243. The Project also includes modest funding for short-term (potentially workshop-based) inputs from local curriculum development specialists, to be guided by and work with relevant international and domestic consultants noted above. The PMU will submit simplified TOR for ADB review, and tasks and timing of inputs will be based on specific needs. The specialists will contribute to the main deliverable of a sound new pre-service teacher training curriculum (including related resource materials) for use in teacher training institutions nationwide that aligns with the new LSE and USE curricula being rolled out in schools.

APPENDIX 16: INDICATIVE CONSULTANT¹ SERVICES SCHEDULE

order	Specialist position	Total	(person months)						
			Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
International consultants									
1	Expert on Secondary Education Management / Team Leader <i>return air fares</i>	48 14	10 2	10 2	6 2	6 2	6 2	5 2	5 2
2	Expert on School Architectural Design <i>return air fares</i>	2 1	2 1	- -	- -	- -	- -	- -	- -
3	Expert on Access-Enhancing Stipends and School Grant Schemes <i>return air fares</i>	4 2	2 1	2 1	- -	- -	- -	- -	- -
4	Expert on Gender and Social Development <i>return air fares</i>	6 3	3 1	2 1	1 1	- -	- -	- -	- -
5	Expert on Teacher Education and Training Systems <i>return air fares</i>	19.5 8	6 2	6.5 2	3 2	2.5 1	1.5 1	- -	- -
6	Expert on Quality Assurance in Teacher Education <i>return air fares</i>	3 3	- -	1 1	1 1	1 1	- -	- -	- -
7	Expert on Teacher Recruitment, Deployment, and Performance Monitoring <i>return air fares</i>	7.5 4	2 1	1.7 1	1.7 1	2 1	- -	- -	- -
8	Expert on ICT-based Materials Development for Educators <i>return air fares</i>	10 5	2 1	2 1	2 1	2 1	2 1	- -	- -
9	Expert on Textbook Policy Development <i>return air fares</i>	4 2	- -	2 1	2 1	- -	- -	- -	- -
11	Expert on Upper Secondary Curriculum Materials Development - Foreign Language <i>return air fares</i>	4 3	- -	2 1	1 1	1 1	- -	- -	- -
10	Expert on Upper Secondary Curriculum Materials Development - Science <i>return air fares</i>	4 3	- -	2 1	1 1	1 1	- -	- -	- -
12	Expert on Upper Secondary Curriculum Materials Development - Social Sciences <i>return air fares</i>	4 3	- -	2 1	1 1	1 1	- -	- -	- -
13	Expert on Instructional Materials Procurement <i>return air fares</i>	2 1	- -	2 1	- -	- -	- -	- -	- -
14	Expert on Secondary School Student Assessment <i>return air fares</i>	9 5	- -	4 2	2 1	2 1	- -	1 1	- -
15	Expert on School Network Mapping <i>return air fares</i>	6 2	4 1	2 1	- -	- -	- -	- -	- -
16	Expert on Social Marketing and Communication <i>return air fares</i>	4 2	2 1	2 1	- -	- -	- -	- -	- -
17	Expert on Private Sector Mobilization in Education <i>return air fares</i>	4 2	2 1	2 1	- -	- -	- -	- -	- -
18	Expert on ICT-for-Education Policy and Strategy	4	3	1	-	-	-	-	-

¹ Implementation consultants (procured through a firm) and professional-level locally contracted individuals to augment MOE staff allocation to PMU: i.e., does not include impact evaluation and other studies, secretarial staff etc..

order	Specialist position	Total	(person months)						
			Project/Calendar Year						
			1	2	3	4	5	6	7
			2012	2013	2014	2015	2016	2017	2018
	<i>return air fares</i>	2	1	1	-	-	-	-	-
19	Expert on Education M&E	6	2	-	2	-	2	-	-
	<i>return air fares</i>	3	1	-	1	-	1	-	-
TOTAL person months		151.0	38	48.25	23.75	18.5	11.5	6	5
<i>return air fares</i>		68	13	21	14	10	5	3	2
National consultants									
1	Specialist on Secondary Education Management / Deputy Team Leader	75	12	12	12	12	12	9	6
2	Civil Works Coordinators (2 individuals for North & South)	42	4	10	10	10	8	-	-
3	Specialist on School Design (Architect)	6	3	3	-	-	-	-	-
4	Stipend and Access Grant Coordinator	24	4	8	6	6	-	-	-
5	Specialist on Gender and Social Development	30	8	6	5	3	3	2	3
6	Specialist on Pre- and In-service Teacher Training	27	9	9	4	4	2	-	-
7	Specialist on Quality Assurance in Teacher Education	3	-	1	1	1	-	-	-
8	Specialist on Teacher Recruitment and Teacher Performance Monitoring	9	3	2	2	2	-	-	-
9	Specialist on ICT-based Materials Development for Educators	12	2	4	2	2	2	-	-
10	Specialist on Textbook and Teacher Guide Procurement	6	2	1	1	1	1	-	-
11	Specialist on Secondary Curriculum Development - Foreign Languages	8	2	3	2	2	-	-	-
12	Specialist on Upper Secondary Curriculum Materials Development - Mathematics	6	-	3	2	2	-	-	-
13	Specialist on Upper Secondary Curriculum Materials Development - Science	10	2	5	2	2	-	-	-
14	Specialist on Upper Secondary Curriculum Materials Development - Social Sciences	6	-	3	2	2	-	-	-
15	Specialist on Textbook Policy Development	6	-	3	3	-	-	-	-
16	Specialist on Instructional Materials Procurement	3	-	3	-	-	-	-	-
17	Specialist on Secondary School Student Assessment	11	-	5	3	3	-	1	-
18	Specialist on School Network Mapping	4	2	2	-	-	-	-	-
19	Specialist on Social Marketing and Communication	12	6	6	-	-	-	-	-
20	Specialist in Private Sector Mobilisation in Education	4	2	2	-	-	-	-	-
21	Specialist on ICT-for-Education Policy and Strategy	12	6	6	-	-	-	-	-
22	M&E Coordinator	24	5	4	5	4	3	-	3
Total person months		340	70	103	59	53	31	12	112
Locally contracted professional grade staff									
	10 Curriculum Development specialists for M7 teacher training pre-service course	20	10	10					
	Project Finance Officer	84	12	12	12	12	12	12	12
	Project Procurement Officer	60	12	12	12	12	12		
	Project Monitoring and Reporting Officer	84	12	12	12	12	12	12	12
Total person months		248	46	46	36	36	36	24	24

APPENDIX 17: INDICATIVE LISTS OF CIVIL WORKS, FURNITURE, EQUIPMENT AND INSTRUCTIONAL MATERIALS PACKAGES

Part 1. Lists and assumptions

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)				
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
CIVIL WORKS													
Land Acquisition		m2											
	<i>30 LSE and 15 USE schools, average 1 hectare apiece.</i>		300,000	3.2		3.2		3.2	952,559	-	952,559	-	952,559
			150,000	3.2		3.2		3.2	476,279	-	476,279	-	476,279
Total land acquisition			450,000						1,428,838	-	1,428,838	-	1,428,838
1. Building – 30 new LSE schools		m2											
basic school building, with separate toilet block - northern region	<i>assume 10 schools per region, each new building 401m2,</i>		4,010	198.3	10.4	208.7	21.9	230.7	795,195	41,852	837,047	87,890	924,937
basic school building, with separate toilet block - central region	<i>comprising 4 classrooms, 1 laboratory/mult i-use room and 1 teachers' room and a separate toilet/ wet area</i>		4,010	151.1	8.0	159.1	16.7	175.8	606,091	31,900	637,991	66,989	704,980
basic school building, with separate toilet block - southern region			4,010	167.1	8.8	175.9	18.5	194.3	670,015	35,264	705,279	74,054	779,333
Sub-total			12,030						2,071,301	109,016	2,180,317	228,933	2,409,251
site preparation, electricity and potable water connection	<i>10 percent of new construction costs</i>								207,130	10,902	218,032	22,893	240,925
fixtures and fittings	<i>3 percent of new construction costs</i>								62,139	3,270	65,410	6,868	72,278
Total new LSE school construction			12,030						2,340,571	123,188	2,463,758	258,695	2,722,453

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)					
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate	
				Local	Forex	Total			Local	Forex	Total			
2. Building – 15 new USE classroom blocks		m2												
basic school building, with separate toilet block - northern region	<i>assume 5 schools in each of the northern, central and southern regions, each new building 401m2, comprising 3 classrooms, 2 laboratory/mult i-use room and 1 teachers' room and a separate toilet/ wet area</i>		2,005	334	18	351	37	388	669,363	35,230	704,593	73,982	778,575	
basic school building, with separate toilet block - central region			2,005	254	13	268	28	296	510,183	26,852	537,035	56,389	593,424	
basic school building, with separate toilet block - southern region			2,005	281	15	296	31	327	563,991	29,684	593,675	62,336	656,011	
Sub-total			6,015						1,743,538	91,765	1,835,303	192,707	2,028,009	
site preparation, electricity and potable water connection	<i>assume 5 percent of new construction costs</i>								94,575	5,410	99,985	10,540	110,524	
fixtures and fittings	<i>assume 2 percent of new construction costs</i>								37,830	2,164	39,994	4,216	44,210	
Total new USE school construction			6,015						1,875,942	99,339	1,975,282	207,462	2,182,744	
3. Building – 75 dormitories		m2												
one each on the site of the 30 new LSE schools being constructed	<i>assume each school will have 50 boarders -25 female and 25 male.</i>		4,500	39.1	4.3	43.4	4.8	48.2	196,511	21,835	218,345	24,018	242,363	
one each on the site of the 15 new USE classroom blocks being constructed	<i>assume separate dormitory for each sex, and allowing each boarder 3m2, area is estimated at 75m2 each, for a total of 150m2 per school</i>		2,250	66	7	73	8	81	147,956	16,440	164,396	18,084	182,479	

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)				
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
one each on an additional 30 LSE school sites	<i>assume each dormitory will be supplied with concrete floor, roof supports and roofing. An additional amount (13% for LSE schools and 7% for USE schools) is included to allow for site clearing, utility connections and wet areas</i>		4,500	39.1	4.3	43.4	4.8	48.2	196,511	21,835	218,345	24,018	242,363
Total dormitory construction			11,250						499,496	55,500	554,996	61,050	616,045
Total building and construction			29,295						4,761,709	283,105	5,044,814	532,792	5,577,605
TOTAL CIVIL WORKS									6,190,547	283,105	6,473,652	532,792	7,006,444
FURNITURE AND EQUIPMENT (each category of furniture and equipment is a standardised package of items, the contents of which are included in Part 2 below)													
Classroom		package											
LSE	<i>assume 4 per new LSE school building</i>		120	2,030.6	106.9	2,137.5	224.4	2,361.9	243,675	12,825	256,500	26,933	283,433
USE	<i>assume 3 per new USE building</i>		45	2,030.6	106.9	2,137.5	224.4	2,361.9	91,378	4,809	96,188	10,100	106,287
Sub-total			165						335,053	17,634	352,688	37,032	389,720
Laboratory		package											
LSE science/multi-purpose	<i>assume 1 per new LSE school building</i>		30	2,025.4	106.6	2,132.0	223.9	2,355.9	60,762	3,198	63,960	6,716	70,676
USE science	<i>assume 2 per new USE classroom block</i>		30	2,227.9	117.3	2,345.2	246.2	2,591.4	66,838	3,518	70,356	7,387	77,743
Sub-total			60						127,600	6,716	134,316	14,103	148,419
Teachers' room		package											

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)				
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
LSE	<i>assume 1 per new LSE school</i>		30	853.1	44.9	898.0	94.3	992.3	25,593	1,347	26,940	2,829	29,769
USE	<i>assume 1 per new USE classroom block</i>		15	853.0	170.2	1,023.2	119.3	1,142.5	12,795	2,553	15,348	1,790	17,138
Sub-total			45						38,388	3,900	42,288	4,619	46,906
Science kits		package											
LSE science	<i>distribution to 30 new LSE schools</i>		30		1,190.0	1,190.0	238.0	1,428.0	-	35,700	35,700	7,140	42,840
physics	<i>distributed to 15 new USE schools and 9 TEI</i>				2,500.0	2,500.0	500.0	3,000.0	-	60,000	60,000	12,000	72,000
chemistry			24		6,000.0	6,000.0	1,200.0	7,200.0	-	144,000	144,000	28,800	172,800
biology						7,000.0	7,000.0	1,400.0	8,400.0	-	168,000	168,000	33,600
Sub-total			54						-	407,700	407,700	81,540	489,240
Instructional materials		package											
physical education	<i>distributed to new LSE and USE schools and TEI</i>		45		731.0	731.0	146.2	877.2	-	33,626	33,626	6,725	40,352
music/arts			45		1,200.0	1,200.0	240.0	1,440.0	-	55,200	55,200	11,040	66,240
library books, DVDs etc			54	909.7	3,510.0	4,419.7	793.0	5,212.6	52,760	203,580	256,340	45,992	302,332
Sub-total			144						52,760	292,406	345,167	63,757	408,924
ICT equipment and materials		package											
RIES			6		2,793.0	2,793.0	558.6	3,351.6	-	16,758	16,758	3,352	20,110
SPA			5		1,110.0	1,110.0	222.0	1,332.0	-	5,550	5,550	1,110	6,660
ICT4LE materials			1,201	98.0	350.4	448.4	79.9	528.2	117,698	420,770	538,468	95,924	634,392
development school ICT4LE (pilot)			30		1,110.0	1,110.0	222.0	1,332.0	-	33,300	33,300	6,660	39,960
Sub-total			1,212						117,698	476,378	594,076	107,045	701,122
Office equipment		package											
provincial offices			15		3,370.0	3,370.0	706.0	4,076.0	-	50,550	50,550	10,590	61,140
district education bureau			30		3,370.0	3,370.0	706.0	4,076.0	-	101,100	101,100	21,180	122,280
school management			15		2,425.0	2,425.0	474.0	2,899.0	-	36,375	36,375	7,110	43,485

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)				
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
PMU			1	15,400.0	15,400.0	3,461.0	18,861.0	-	15,400	15,400	3,461	18,861	
other (laptops)			15	939.7	939.7	181.0	1,120.7	-	14,096	14,096	2,715	16,811	
Sub-total			76					-	217,521	217,521	45,056	262,577	
Vehicle		item											
project vehicle			3	40,150.0	40,150.0	20,075.0	60,225.0	-	120,450	120,450	60,225	180,675	
PIU motor cycle			30	1,420.8	1,420.8	710.4	2,131.1	-	42,623	42,623	21,311	63,934	
Sub-total			33					-	163,073	163,073	81,536	244,609	
TOTAL FURNITURE AND EQUIPMENT								671,500	1,585,328	2,256,827	434,689	2,691,517	
TEXTBOOKS, TEACHING GUIDES AND TEACHER TRAINING MANUALS													
Textbooks													
M3		set											
printing - compulsory subjects	<i>assume 11 textbooks per set and one set per student</i>		97,643	6.0	6.0	12.0	1.8	13.8	585,370	585,370	1,170,740	175,611	1,346,351
sub-total printing			97,643						585,370	585,370	1,170,740	175,611	1,346,351
packaging/warehousing etc			97,643	1.2	-	1.2	0.1	1.3	117,074	-	117,074	11,707	128,781
distribution	<i>assume distribution to 1,200 schools</i>		1,200	25.0	-	25.0	2.5	27.5	30,000	-	30,000	3,000	33,000
Sub-total									732,444	585,370	1,317,814	190,318	1,508,132
M4		set											
printing - compulsory subjects	<i>assume 11 textbooks per set and one set per student</i>		88,060	6.0	6.0	12.0	1.8	13.8	527,920	527,920	1,055,839	158,376	1,214,215
sub-total printing			88,060						527,920	527,920	1,055,839	158,376	1,214,215
packaging/warehousing etc			88,060	1.2	-	1.2	0.1	1.3	105,584	-	105,584	10,558	116,142
distribution	<i>assume distribution to 1,200 schools</i>		1,200	25.0	-	25.0	2.5	27.5	30,000	-	30,000	3,000	33,000
Sub-total									663,504	527,920	1,191,423	171,934	1,363,358
M5		set											

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)				
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
printing - compulsory subjects	<i>assume 11 textbooks per set and one set per four students</i>		24,376	6.0	6.0	12.0	1.8	13.8	146,134	146,134	292,268	43,840	336,108
printing - elective subjects	<i>assume 8 textbooks per set and one set per four students doing electives</i>		13,850	4.4	4.4	8.7	1.3	10.0	60,386	60,386	120,772	18,116	138,888
sub-total printing			38,226						206,520	206,520	413,040	61,956	474,996
packaging/warehouse etc			38,226	1.2	-	1.2	0.1	1.3	45,833	-	45,833	4,583	50,416
distribution	<i>assume distribution to 950 schools</i>		950	25.0	-	25.0	2.5	27.5	23,750	-	23,750	2,375	26,125
Sub-total									276,103	206,520	482,623	68,914	551,538
M6		set											
printing - compulsory subjects	<i>assume 11 textbooks per set and one set per four students</i>		19,276	6.0	6.0	12.0	1.8	13.8	115,560	115,560	231,119	34,668	265,787
printing - elective subjects	<i>assume 8 textbooks per set and one set per four students doing electives</i>		12,500	4.4	4.4	8.7	1.3	10.0	54,500	54,500	109,000	16,350	125,350
sub-total printing			31,776						170,060	170,060	340,119	51,018	391,137
packaging/warehouse etc			31,776	1.2	-	1.2	0.1	1.3	38,099	-	38,099	3,810	41,909
distribution	<i>assume distribution to 500 schools</i>		500	25.0	-	25.0	2.5	27.5	12,500	-	12,500	1,250	13,750
Sub-total									220,659	170,060	390,719	56,078	446,796
M7		set											
printing - compulsory subjects	<i>assume 11 textbooks per set and one set per four students</i>		17,529	6.5	6.5	13.1	2.0	15.0	114,640	114,640	229,279	34,392	263,671

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)				
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
sub-total printing			17,529						114,640	114,640	229,279	34,392	263,671
packaging/warehousing etc	<i>assume distribution to 500 schools</i>		17,529	1.3	-	1.3	0.1	1.4	22,928	-	22,928	2,293	25,221
distribution			500	25.0	-	25.0	2.5	27.5	12,500	-	12,500	1,250	13,750
Sub-total										150,068	114,640	264,707	37,935
Total textbooks		sets											
printing			273,234						1,604,509	1,604,509	3,209,018	481,353	3,690,370
packaging warehousing			273,234						329,518	-	329,518	32,952	362,470
distribution			4,350						108,750	-	108,750	10,875	119,625
Total textbooks									2,042,777	1,604,509	3,647,286	525,179	4,172,465
Teaching guides													
M3		set											
printing - compulsory subjects	<i>assume 11 textbooks per set, student:teacher ratio of 1:25 and one set per teacher</i>		5,643	7.8	7.8	15.7	2.4	18.0	44,241	44,241	88,482	13,272	101,755
sub-total printing			5,643						44,241	44,241	88,482	13,272	101,755
packaging/warehousing etc			5,643	1.6	-	1.6	0.2	1.7	8,848	-	8,848	885	9,733
distribution	<i>assume distribution to 1,200 schools</i>		1,200	25.0	-	25.0	2.5	27.5	30,000	-	30,000	3,000	33,000
Sub-total									83,089	44,241	127,330	17,157	144,488
M4		set											

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)				
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
printing - compulsory subjects	assume 11 textbooks per set, student:teacher ratio of 1:25 and one set per teacher		5,260	7.8	7.8	15.7	2.4	18.0	41,238	41,238	82,477	12,372	94,848
sub-total printing			5,260						41,238	41,238	82,477	12,372	94,848
packaging/warehouse etc	assume distribution to 1,200 schools		5,260	1.6	-	1.6	0.2	1.7	8,248	-	8,248	825	9,072
distribution			1,200	25.0	-	25.0	2.5	27.5	30,000	-	30,000	3,000	33,000
Sub-total										79,486	41,238	120,724	16,196
M5		set											
printing - compulsory subjects	assume 11 textbooks per set, student:teacher ratio of 1:25 and one set per teacher		7,625	6.7	6.7	13.4	2.0	15.5	51,240	51,240	102,480	15,372	117,852
printing - elective subjects			1,000	5.6	5.6	11.2	1.7	12.9	5,600	5,600	11,200	1,680	12,880
sub-total printing			8,625						56,840	56,840	113,680	17,052	130,732
packaging/warehouse etc	assume distribution to 950 schools		8,625	1.3	-	1.3	0.1	1.5	11,592	-	11,592	1,159	12,751
distribution			950	25.0	-	25.0	2.5	27.5	23,750	-	23,750	2,375	26,125
Sub-total										92,182	56,840	149,022	20,586
M6		set											
printing - compulsory subjects	assume 11 textbooks per set, student:teacher ratio of 1:25 and one set per teacher		4,605	6.7	6.7	13.4	2.0	15.5	30,946	30,946	61,891	9,284	71,175
printing - elective subjects			1,000	5.6	5.6	11.2	1.7	12.9	5,600	5,600	11,200	1,680	12,880
sub-total printing			5,605						36,546	36,546	73,091	10,964	84,055
packaging/warehouse etc	assume distribution to 500 schools		5,605	1.3	-	1.3	0.1	1.5	7,533	-	7,533	753	8,286
distribution			500	25.0	-	25.0	2.5	27.5	12,500	-	12,500	1,250	13,750
Sub-total										56,579	36,546	93,124	12,967
M7		set											

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)					Estimated Total Cost (USD)				
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
printing - compulsory subjects	assume 11 textbooks per set, student:teacher ratio of 1:25 and one set per teacher		4,325	7.3	7.3	14.6	2.2	16.7	31,486	31,486	62,972	9,446	72,418
sub-total printing			4,325						31,486	31,486	62,972	9,446	72,418
packaging/warehousing etc			4,325	1.5	-	1.5	0.1	1.6	6,297	-	6,297	630	6,927
distribution	assume distribution to 500 schools		500	25.0	-	25.0	2.5	27.5	12,500	-	12,500	1,250	13,750
Sub-total									50,283	31,486	81,769	11,326	93,095
Total teaching guides		sets											
printing			29,458						210,351	210,351	420,702	63,105	483,808
packaging warehousing			29,458						42,518	-	42,518	4,252	46,770
distribution			4,350						108,750	-	108,750	10,875	119,625
Total teaching guides									361,619	210,351	571,970	78,232	650,203
Miscellaneous instructional materials													
M3-M7 instructional materials (TEI/FOE)		package											
printing			2,500	10.0	10.0	20.0	2.2	22.2	25,000	25,000	50,000	5,500	55,500
Supplementary guidelines for M1-M7 pre-teacher training		package											
printing			140	10.0	10.0	20.0	2.2	22.2	1,400	1,400	2,800	308	3,108
QA guidelines		package											
printing			300	10.0	10.0	20.0	2.2	22.2	3,000	3,000	6,000	660	6,660
TEI manuals		package											
printing				10.0	10.0	20.0	2.2	22.2					
Teacher Placement Scheme manuals		package											
printing			30	10.0	10.0	20.0	2.2	22.2	300	300	600	66	666

Item	Assumptions	Unit	Total Quantity	Unit Cost (USD)				Estimated Total Cost (USD)					
				Base Cost			Taxes and Charges	Total Unit Cost	Base Cost Estimate			Taxes and Charges	Total Cost Estimate
				Local	Forex	Total			Local	Forex	Total		
Total miscellaneous instructional materials		packages	2,970						29,700	29,700	59,400	6,534	65,934
TOTAL TEXTBOOKS, GUIDES AND MATERIALS									2,434,096	1,844,560	4,278,656	609,946	4,888,602

Part 2. Indicative content of furniture and equipment packages

Table 17.1 LSE and USE classroom furniture

Item	Q'ty	Unit price (\$)					cost (\$)				
		Local	Forex	Base	Tax	Total	Local	Forex	Base	Tax	Total
teacher's table	1	59.38	3.13	62.50		62.50	59	3	63	-	63
student's table	20	53.68	2.83	56.50		56.50	1,074	57	1,130	-	1,130
chair	42	21.38	1.13	22.50		22.50	898	47	945	-	945
Indicative package cost							2,031	107	2,138	-	2,138

Table 17.2 LSE and USE laboratory/multi-use room furniture

Item	Q'ty	Unit price (\$)					cost (\$)				
		Local	Forex	Base	Tax	Total	Local	Forex	Base	Tax	Total
laboratory table	2	84.08	4.43	88.50		88.50	168	9	177	-	177
laboratory stool	20	33.25	1.75	35.00		35.00	665	35	700	-	700
cabinet/bookshelves	4	68.40	3.60	72.00		72.00	274	14	288	-	288
laboratory locker	4	102.60	5.40	108.00		108.00	410	22	432	-	432
teacher's table	1	59.38	3.13	62.50		62.50	59	3	63	-	63
chair	21	21.38	1.13	22.50		22.50	449	24	473	-	473
Indicative package cost							2,025	107	2,132	-	2,132

Table 17.3 LSE and USE teachers' room furniture

Item	Q'ty	Unit price (\$)					cost (\$)				
		Local	Forex	Base	Tax	Total	Local	Forex	Base	Tax	Total
filing cabinet	1	145.35	7.65	153.00		153.00	145	8	153	-	153
plant box with shelves	2	102.60	5.40	108.00		108.00	205	11	216	-	216
cabinet/bookshelves	2	68.40	3.60	72.00		72.00	137	7	144	-	144
teacher's table	4	59.38	3.13	62.50		62.50	238	13	250	-	250
chair	6	21.38	1.13	22.50		22.50	128	7	135	-	135

Indicative package cost	853	45	898	-	898
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Table 17.4 Indicative package for USE chemistry kit under activity area 2D3, and for 9* TEIs under activity area 2A2

Item	Q'ty	Unit price (\$)					cost (\$)				
		Local	Forex	Base	Tax	Total	Local	Forex	Base	Tax	Total
Beaker PYREX and Beaker DURAN or Beaker plastic(50ml,100ml,250ml,500ml,1000ml)											
Measuring cylinders(50ml, 100ml, 250ml, 500ml, 1000ml)											
Erlenmeyer flasks Pyrex and DURAN (50ml, 125ml, 250ml, 500ml)											
Round bottomed flask Pyrex and Flat-bottomed flask PYREX (250ml, 500ml, 1000ml).											
Pipet HBG (5ml, 10ml, 25ml,											
Buret WITEG (10ml, 25ml, 50ml)											
Test tube Duran, test tube PYREX											
Volumetric flask WILEG (10ml, 25ml, 50ml,100ml, 250ml)											
Filter funnel glass, filter funnel plastic (75-80-100-120-150 mm)											
Separating funnel (250mm, 500mm)											
Evaporating porcelain (75mm, 100mm, 150ml)											
Dessicator											
Triple beam											
Centrifuge.											
Condenser.											
Burner.											
Wire gauze.											
Burettes clamp.											
Stopper -rubber											
Mortar and pestle											
Chromatography papers											
pH checker											
Chemistry substances (acid & base).											
Molecular model											
Indicative package cost								6,000	6,000	1,200	7,200

Table 17.5 Indicative package for USE physics kit under activity area 2D3, and for 9* TEIs under activity area 2A2

Item	Q'ty	Unit price (\$)					cost (\$)				
		Local	Forex	Base	Tax	Total	Local	Forex	Base	Tax	Total
Voltmeter.											
Ammeter											
Resistance.											
Electromagnet.											
Electric field demonstration.											
Electromagnetic kit.											
Force moment disc.											
Kinetics model apparatus.											
Tangential escape apparatus.											
Solar cell.											
Manometer.											
Standing wave of sound.											
Newton meter.											
Solar system model.											
Sky system model											
Star movement model.											
Moon movement model.											
Indicative package cost								2,500	2,500	500	3,000

Table 17.6 Indicative package for USE biology kit under activity area 2D3, and for 9* TEIs under activity area 2A2

Item	Q't y	Unit price (\$)					cost (\$)				
		Loca l	Fore x	Bas e	Ta x	Tota l	Loca l	Fore x	Bas e	Tax	Total
Microscopes with accessories.											
Binoculars with accessories.											
Human skeleton.											
Model of brain, ear, eye, Heart, kidney...											
Model of Cell											
Respiration apparatus											
Photosynthesis apparatus											
CO2 Cycle.											
Poster of human digestion system, circulation system, Blood circulation, Krebs cycle, the conditional Reflex.											
Posters of plant anatomy: roots, stem, leaf, flowers, fruits, bud, photosynthesis system											
Food or energy Cycle.(vegetarian, parasitism, carnivore, decomposers)											
Indicative package cost								7,000	7,000	1,400	8,400

Table 17.7 Indicative package for PMU office

Item		Total Cost per Item Unit (including taxes and charges) USD	Quantity of Items Required	USD				
				Total Cost of Item	Government Taxes and Charges	Base Cost (Total Cost Net of Taxes and Charges)	Local Component of Base Cost (e)	Foreign Exchange Component of Base Cost (e)
Item No.	Description	(a)	(b)	(c) = (a) x (b)	(d)	(e) = (c)-(d)		
1	Desks	187.31	10	1,873	325	1,548	-	1,548
2	Meeting Table	400.00	1	400	69	331	-	331
3	Chairs	36.00	12	432	75	357	-	357
4	Large Cupboards	450.00	3	1,350	234	1,116	-	1,116
5	Filing Cabinet	156.25	3	469	81	387	-	387
6	Computer Sets	959.00	6	5,754	999	4,755	-	4,755
7	Laptops	1,121.00	3	3,363	584	2,779	-	2,779
8	Printers Laser	385.00	1	385	67	318	-	318
9	Printer Color	659.00	1	659	114	545	-	545
10	Heavy duty photocopier	1,865.00	1	1,865	324	1,541	-	1,541
11	LCD Projectors	450.00	1	450	78	372	-	372
12	Screen	170.00	1	170	30	140	-	140
13	Fax Machine	215.00	1	215	37	178	-	178
14	Refrigerator	1,079.88	1	1,080	187	892	-	892
15	Water Cooler/Heater	168.75	1	169	29	139	-	139
Indicative package cost				18,633	3,234	15,400	-	15,400

Table 17.8 Indicative package for provincial and district education offices

Item		Total Cost per Item Unit (including taxes and charges) USD	Quantity of Items Required	USD				
				Total Cost of Item	Government Taxes and Charges	Base Cost (Total Cost Net of Taxes and Charges)	Local Component of Base Cost (e)	Foreign Exchange Component of Base Cost (e)
Item No.	Description	(a)	(b)	(c) = (a) x (b)	(d)	(e) = (c)-(d)		
1	Computers (Desktops)	959	2	1,918	333	1,585	-	1,585
2	Photocopiers	1,969	1	1,969	342	1,627	-	1,627
3	Mobile phones	63	3	189	33	156	-	156
Indicative package cost				4,076	707	3,369	-	3,369

Table 18.9 Indicative package for USE school management support

Item		Total Cost per Item Unit (including taxes and charges) USD	Quantity of Items Required	USD				
				Total Cost of Item	Government Taxes and Charges	Base Cost (Total Cost Net of Taxes and Charges)	Local Component of Base Cost (e)	Foreign Exchange Component of Base Cost (e)
Item No.	Description	(a)	(b)	(c) = (a) x (b)	(d)	(e) = (c)-(d)		
1	Computers (Desktops)	964	2	1,927	334	1,593	-	1,593
2	Mobile phones	60	2	120	21	99	-	99
3	Cupboards	220.00	2	440	76	364	-	364
4	Chairs	36.00	2	72	12	60	-	60
5	Desks	187.31	2	375	65	310	-	310
Indicative package cost				2,899	474	2,425	-	2,425

Table 17.10 Indicative package for REIS and TEI ICT

Item		Total Cost per Item Unit (including taxes and charges) USD	Quantity of Items Required	USD				
				Total Cost of Item	Government Taxes and Charges	Base Cost (Total Cost Net of Taxes and Charges)	Local Component of Base Cost (e)	Foreign Exchange Component of Base Cost (e)
Item No.	Description	(a)	(b)	(c) = (a) x (b)	(d)	(e) = (c)-(d)		
1	Desktop Computer incl. 5 years maintenance	560	2	1,400	280	1,120	-	1,120
2	UPS	40	2	100	20	80	-	80
3	Printer incl. 5 years maintenance	200	2	500	100	400	-	400
4	Scanner incl. 5 years maintenance	200	1	250	50	200	-	200
5	Digital Camera	200	1	250	50	200	-	200
6	Wireless modem / router	76	1	95	19	76	-	76
7	Computer Desk	76	2	190	38	152	-	152
8	Computer Chair	34	2	86	17	69	-	69
9	MS Office	200	2	500	50	400	-	400
10	Antivirus Software with 5 years subscription	-	2					
11	Installation and 5-year subscription to ISP (Internet access)	-	1					
12	Fireproof Filing Cabinet	96	1	120	24	96	-	96
Indicative package cost				3,352	559	2,793	-	2,793

APPENDIX 18: PROCUREMENT CAPACITY ASSESSMENT

Proposed Project Name: Secondary Education Sector Development Project (SESDP, formerly BESDP II) in Lao PDR	Proposed Amount: US\$ 30 million
Executing Agency Department of Secondary Education (DSE) Ministry of Education (MOE)	Source of Funding: ADF
Assessor:	Date: June 2011
<p>Expected Procurement</p> <p>Procurement of goods, works and services, financed under the grant, will be in accordance with “Public Bidding” in Prime Minister’s Decree No. 03/PM of the Lao PDR, effective 9 January 2004, and <i>Implementing Rules and Regulation on Decree of Government of Goods, Work, Maintenance and Service (IRRs) No. 063/MOF</i> dated 12 March 2004, and <i>No. 0861/MOF</i> dated 5 May 2009, issued by the Ministry of Finance, with the clarifications and modifications described in the following paragraphs, required for compliance with the provisions of the ADB’s <i>Procurement Guidelines</i> (2007, as amended from time to time) shall be followed.</p> <p>A procurement plan for SESDP is contained in Section VI of the PAM.</p> <p>Contracts for the construction of new LSE schools and dormitories, and for additional USE classroom blocks and dormitories under the project are estimated to cost less than USD1,500,000, but more than USD100,000, and shall be awarded through national competitive bidding (NCB). Minor items costing less than USD100,000, but more than USD10,000, may be procured through shopping with advertising, and items costing less than USD10,000 may be procured through shopping without advertising. Equipment for all institutions being supported under the project will be procured centrally by the EA through the PIU.</p> <p>Contracts for the printing of textbooks and teaching guides are estimated to cost more than USD1,000,000 shall be awarded on the basis of ICB. Goods, civil works and services shall be procured centrally by PIU working under the Bidding Committees (BC), with representatives DSE, other MOE departments and other ministries, organized for each procurement threshold. The PIU shall use ICB for a textbook, teaching guide and manual printing contract estimated to cost the equivalent or more than USD1,500,000; NCB bidding for civil works, furniture and equipment contracts and for the warehousing and delivery to schools of textbooks and teaching guides, estimated at USD1,500,000 or less but more than USD100,000, and shopping with advertisement for civil works, furniture and equipment contracts of USD100,000 or less but more than USD10,000. Civil works, furniture and equipment contracts below USD10,000 may be procured through shopping without advertising. The procedures to be followed for procuring goods, works and services shall be those set forth in “Public Bidding” in Prime Minister’s Decree No. 03/PM of the Lao PDR, effective 09 January 2004, and Ministry of Finance <i>Implementing Rules and Regulation on Decree of Government Procurement of Goods, Work Maintenance and Service (IRRs) No. 063/MOF</i> dated 12 March 2004, and <i>No. 0861/MOF</i> dated 5 May 2009, with the clarifications and modifications described in Schedule 3 of the Grant Agreement.</p>	
<p>Assessment of the National Environment</p> <p>“Public Bidding” in Prime Minister’s Decree NO. 03/PM of the Lao PDR, effective 09 January 2004, and <i>Implementing Rules and Regulation on Decree of Government Procurement of Goods, Work, Maintenance and Service (IRRs) No. 063/MOF</i> dated 12 March 2004, and <i>No. 0861/MOF</i> dated 5 May 2009 issued by the Ministry of Finance, currently provides the policies and procedures governing the procurement of goods, works and consulting services. As per paragraph 3 of Schedule 4 of the BESDP Grant Agreement of March 2007, ADB-funded procurement has to be supported by an annual budgetary appropriation. Clarifications and modifications described in the National Competitive Bidding Annex to the Financing Agreement are needed for compliance with the provisions of the Procurement Guidelines.</p> <p>These include:</p> <ul style="list-style-type: none"> (i) Bidding shall not be restricted to pre-registered firms and such registration shall not be a condition for participation in the bidding process. (ii) Eligible bidders (both national and foreign) shall be allowed to participate. (iii) A bidder declared the lowest evaluated responsive bidder shall not be required to form a joint venture or to sub-contract part of the supply of goods as a condition of award of the contract. (iv) Bidding of ICB contracts estimated at USD500,000 or more for goods and related services of (v) USD1,500,000 or more for civil works shall be advertised concurrently with the general procurement 	

- notices on ADB's website.
- (vi) Where required, bid security shall be in the form of a bank guarantee from a reputable bank.
 - (vii) Bids shall be opened in public, immediately after the deadline for submission of bids.
 - (viii) The contract shall be awarded to the technically responsive bid that offers the lowest evaluated price.
 - (ix) Bids shall not be rejected and new bids solicited without the ADB's prior concurrence.
 - (x) When the number of responsive bids is less than three (3), re-bidding shall not be carried out without the ADB's prior concurrence.
 - (xi) Bidders must be nationals of member countries of ADB, and offered goods and services must be produced in and supplied from member countries of ADB.
 - (xii) Firms bidding for a contract must be incorporated in an ADB member country.

General Agency Resource Assessment

The Lao PDR Ministry of Education has sustained and considerable experience in implementing procurement under a range of internationally supported projects, including those funded by ADB and agencies with similar procurement regulations (e.g., World Bank). Within MOE, the Department of Secondary Education (DSE) has DSE has experience in procuring goods and works both for thresholds requiring the use of national and international competitive bidding procedures under various projects, including through its direct oversight of the Basic Education Sector Development Project (BESDP). SESDP will benefit from continuity, experience, and capacities built under the BESDP: in particular, there will be a high degree of continuity in the roles of the DSE, the PMU, as well as various implementing units overseeing specific initiatives.

SESDP's procurement capacity assessment also drew on findings from ADB's recent Procurement Review for Effective Implementation (PREI), which comprehensively assessed the procurement capacity of MOE and the Ministry of Health (MOH). PREI focused on the ministries' overall institutional procurement practices and procedures to arrive at a holistic view of the procurement capacity, performance and maturity of the EA, and provide for mechanisms for further development or mitigating measures in the event of risk findings. PREI identified particular risks related to MOE's procurement capacity in terms of (i) organization and staff capacity; (ii) procurement practices—competition, transparency, and efficiency; (iii) effectiveness; and (iv) accountability measures. Other dimensions were rated more favorably. Similarly, a recent focused assessment completed in 2010 in preparation of ADB's Technical and Vocational Education Development (TVED) Project found good levels familiarity with the procurement procedures for externally-financed projects/programs in Lao PDR, as prescribed in the procurement manual No. 063/MOF issued by the Ministry of Finance on 12 March 2004 and no. 0861, dated 5 May 2009 (amended version), which was developed with the assistance of ADB and the World Bank.

Mitigation measures identified for SESDP will help to address issues identified by SESDP's procurement capacity assessment and the PREI. Among these, DSE-seconded staff resources in the PMU will be augmented by consultants and contractual staff—including a full-time Procurement Officer (for the first 5 years), and for the project's duration a full-time Finance Officer and Monitoring and Reporting Officer—to assist in the implementation of the project, including particularly procurement. The project will not create a separate procurement unit (nor is 1 established within DSE), but will follow MOE's established procedures for assembling bidding committees within the MOE. It is noted that in some cases staff identified for committees for specific procurements have limited educational background, expertise, knowledge, experience or even procurement training to qualify as a member of the bidding committee, potentially affecting the capacity of the committee and the eventual efficiency of the procurement process. Gaps have also been identified in terms of weak or lacking MOE policies for monitoring and evaluation of the capacity, efficiency, and overall performance of bidding committees. In view of these findings, the SESDP-recruited contractual Procurement Officer within the PMU will provide capacity building support to the PMU and relevant staff within MOE, in addition to other roles to facilitate procurement activities under the project.

Agency Procurement Processes for Goods and Works Procuring entities within MoE carry out procurement of goods, works, maintenance and services with actual budget approval contained in the approved Annual Procurement Plan. Goods, Works, Maintenance and Services are procured only if they are contained in the Annual Procurement Plan (APP), proposed projects that are not in the Procurement Plan are not procured until the Plan has been revised and updated. For publicly bid projects, bidding opportunities reflected in the Invitations to Bid are published in at least one newspaper of general nationwide circulation for transparency and competition purposes.

Although BCs within MOE have already conducted procurement activities in the past, they have not undergone a formal procurement study or training apart from those procurement orientation conducted by the PrMO-MoF, which did not provide a step-by-step process walkthrough that will sufficiently guide the BC members in the proper interpretation, construction, application and implementation of the Procurement Decree and its IRR, including the use of the Standard

Bidding Documents and Procurement Manual. Procurement related officials interviewed attested to the fact that if they have undergone procurement training at all, this was held in the late part of the 90s and the early part of the decade and training was focused on the project implementation process for foreign funded projects such as those financed by ADB and the World Bank. Some procurement-related officials also claimed that there is no procurement training involving ADB Procurement Guidelines, and this is something that should be remedied under SESDP in concert with ADB's other ongoing higher education and TVED projects.

PREI also noted that BCs and secretariats are *ad hoc* bodies, with members often designated without regard to education, rank, experience, knowledge, expertise, training and technical know-how in the conduct of the procurement process, and that approaches in both MOE and MOH allow for potential conflict of interest situations as there is no direct prohibition of ministers or heads of line departments or provincial units charged with project implementation to serve as members of the BC. Similarly, PREI concluded that there are only two (2) levels involved in decision making and approval of contract awards, showing an imbalance between specialization and centralization of authority and organizational efficiency. There is no existing mechanism for the reporting, monitoring and evaluation of the performance and capacity of procurement related officials and personnel, or support service that provides for sustained procurement training, capacity building and knowledge enhancement. Procurement documents and papers are available for review, but projects typically lack a single consolidated filing system containing a complete record of the procurement activity and processes for a particular project. There are no fixed guidelines and policies for record keeping and management thereby allowing MOE procuring entities to adhere to and adopt customary record keeping practices that are often lacking in order and system. The competitiveness of the procurement process is slackened and weakened by the number of bidders participating in publicly bid contracts and the time upon which they are allowed to prepare and submit a responsive bid. Transparency and openness of the procurement process is affected by the failure of MOE to advertise and post contract awards in a newspaper of general nationwide circulation or a designated website. Other issues include the length of time to conduct the bid evaluation process (that should normally be performed within ten (10) calendar days from bid opening date) and delays in payment and settlement of Invoice/billings (normally set at thirty (30) days upon submission of invoice), which may weaken the efficiency of the procurement exercise.

The assessment and the PREI found some of these issues in the case of the BESDP. In addition, a PREI review of BESDP contracts found that very few of the contracts procured through public bidding were awarded 10% lower than the budget estimate, signifying inaccuracy in cost estimation. Despite delays in some cases, publicly bid contracts in MOE BESDP-PMU are normally executed within ninety (90) calendar days from the date of bid opening until contract signing, and there has not been declaration of failure of bidding or nullity of the bidding process under the publicly bid BESDP contracts signifying efficiency in the procurement process. No increase in contract prices by way of Price Adjustment, Variation Order or Change Order had been experienced for all BESDP projects procured through public bidding. Transactional responsibilities in MOE are separated to avoid centralization of authority or power in one individual and in order to avoid, corruption, fraud, concealment or theft. BESDP has now completed most major procurements (including all for civil works), and there are currently no pending issues regarding procurement.

Agency Procurement Processes for Consulting Services

Procurement Review Committees carry out the recruitment of consultants, and the responsible committee is determined by the value of the contract.

Process Control and Oversight

Procurement Review Committees (PRCs) are organized to provide oversight on all aspects of the bidding process and procurement actions of the PIU. The procurement manual prescribes the composition and duties of the PRCs. The PRC is responsible for reviewing the evaluation reports for goods and works contracts but not preparing the evaluation itself which is the duty of the procurement officer of the PIU for check and balance. When reviewing the bid evaluation reports, the committee checks the extent at which the evaluated bids adhere to the requirements of the bid documents, reviewing grounds for rejection of any bid to establish if the deviation is major and to check that all the bids have been treated equally.

Any technical issues that may arise when reviewing bid evaluation reports, the PRC is given the prerogative to seek expert or professional advice from EA's staff, experts from other agencies or consultants in the items being procured for it to come up with an impartial and sound evaluation. None of these parties, however, is considered member of the PRC and will advise solely on the basis of their own areas of expertise.

When procuring services, each member of the PRC must evaluate the consultant's proposals individually and independently and the Chairman must ensure that at least three of the committee members are knowledgeable of the field in which the services are being procured. Otherwise, the Committee is reconstituted to ensure that this requirement is complied with. The Committee is responsible for preparing the evaluation report and negotiating the proposed contract following the funding agency's procedures.

Records Keeping and Audit

Procurement records for the last two (2) years are available for review. However, as noted above, PREI identified that MOE (and MOH) projects lack a singular and complete compilation of the necessary procurement and accounting documents for future audit, assessment and review. Procurement files and records are found in various folders or even in different offices. There are no existing policies and guidelines concerning the creation, classification, filing, recording, storage and protection of procurement documents. Record keeping and custody of procurement documents where made relying mainly on customary practice of the procuring entity. Moreover, record keeping facilities and infrastructure are inadequate to accommodate procurement records over the years. These may undermine the transparency and openness of the procurement process. At the same time, MOE does employ budget approval or appropriation prior to the commencement of every procurement activity (i.e., budget allocations are earmarked to finance the procurement activity) and these facilitate a more efficient, effective, and expedient procurement process. These conditions are applicable to both ADB and Lao PDR financed projects.

There is no existing internal auditing body that provides for separate standards to be observed in the course of the performance of procurement functions and activities within MOE. In the same vein, there is no internal auditing system that would oversee the conduct of actual procurement from inception and planning, solicitation, selection of sources, award of contract, contract financing and contract administration. Audit review jointly conducted by the State Auditing Organization (SAO) together with the Department of Finance (DOF), MOE, is external in nature and focuses mainly on expenditures, disbursement of funds, accounts reconciliation and public financial management, leaving procurement process audit at bay. The Procurement Decree and its associated IRR, as amended, have mentioned situations where a bidder may be barred from participating in public bidding opportunities. However, the actual rules and procedures for the debarment of bidders have not yet been formulated, as such; since there is no debarment mechanism in place, erring and recalcitrant bidders have not been called for investigation for debarment purposes. At the same time, the present separation of transactional responsibilities at MOE is supportive of accountability measures that operate to detach and decentralize authority and power to individuals that will prevent commission of corruption, theft, concealment and fraud.

Although the Procurement Decree and its associated IRR, as amended, provide for the complaint and dispute procedures, there is no internal observation, complaint and protest system setup within MOE to facilitate and assist would be observers and complainants to lodge and institute their observations and complaints against the BC or erring bidders. There is no policy, rule or procedure on the invitation of Observers coming from the State Auditing Organization (SAO) or from Civil Society Organizations or Non-Government Organizations to observe all relevant stages of the bidding process and to support a more transparent procurement activity.

Summary Assessment and Recommendations

DSE has considerable experience in procuring goods, works, and services, including under the BESDP. At the same time, the assessment and findings of the PREI point to gaps that will require support as well as close monitoring during implementation of the SESDP. PMU staff—particularly those responsible for procurement—should be appointed on a full-time basis. To expedite lengthy processes involved in various preparatory stages of procurements, advance action should be considered, pending authorization from ADB. Support of implementation consultants and locally contracted individuals will be important to supplement the procurement capacity of MOE and the PMU, including monitoring of civil works implementation. In particular, it is proposed that DSE-seconded staff resources in the PMU be augmented by 3 contractual staff: a full-time Procurement Officer (for the first 5 years), and for the project’s duration a full-time Finance Officer and Monitoring and Reporting Officer. In addition to other roles to facilitate procurement activities under the project, the SESDP-recruited contractual Procurement Officer within the PMU will provide capacity building support to the PMU and relevant staff within MOE (including procurement review committees, as appropriate), including trained initiated early in the project on various stages of procurement, including preparation of bid documents for procuring civil works, bid evaluation, and preparation of bid evaluation report.

Specific Recommendations for Project Implementation

Capacity Constraint	Recommended Action	Responsibility and comment
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<ul style="list-style-type: none"> • Gaps in familiarity with certain procurement procedures • Limited PMU staff knowledge of detailed technical matters (e.g., technical specifications for civil works, equipment packages, etc.) • Potential delays/constraints in timeliness of procurements • Gaps in financial management capacity, reporting, and record management systems 	<ul style="list-style-type: none"> • PMU staff should be full-time and maintain continuity with BESDP as appropriate; • Training of PMU staff and (as relevant) procurement review committees on applicable procurement regulations and ADB Guidelines • Ensure adequate provision of project-recruited consultants who can provide relevant support and expertise and support as needed during the project • Request ADB approval for advance action to commence preparatory work, particularly for the initial round of textbook printing and consultant recruitment • Project should provide for local contracting of a full-time Finance Officer and Monitoring and Reporting Officer to directly support the PMU in these aspects 	<ul style="list-style-type: none"> • DSE • DSE to organize • SESDP-funded contractual Procurement Officer, international and national civil works consultants, and other consultants • DSE to organize recruitment based on TOR agreed with ADB, and to support and monitor consultant inputs • Subject to ADB approval • DSE and PMU, in consultation with ADB and based on agreed TOR
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General Recommendations, EA Capacity

<ul style="list-style-type: none"> • Broader gaps identified in PREI, including regarding training/professional qualification of related staff, transparency in bidding procedures, lack of internal audit of procurement processes, etc. • 	<ul style="list-style-type: none"> • Careful MOE consideration and action based on PREI recommendations, including establishment of an in-depth procurement training program contract, full posting of procurement activities, setting up a system to periodically monitor and evaluate the performance of BCs and secretariats for project procurement, etc. ADB to provide increased training opportunities regarding various procurement and broader project management aspects 	<ul style="list-style-type: none"> • MOE • Relevant ADB departments
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General Recommendations, Procurement Environment

There is an established procurement legal and policy framework in MoE and Lao PDR, though the PREI recommends improvements	The Procurement Decree must be elevated to the level of a law enacted by the National Assembly.	MOE, MOF The PrMO-MoF may take the initiative of revising the Procurement Decree into a draft/proposed bill and secure support and sponsorship from interested legislators to commence the procurement reform measures in the legislature.
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Proposed Project Procurement Thresholds

Procurement of Goods and Works	
Method	Threshold
International Competitive Bidding (ICB) for Works	Above \$1,500,000
International Competitive Bidding for Goods	Above \$500,000

National Competitive Bidding (NCB) for Works	Below \$1,500,000 and above \$100,000
National Competitive Bidding for Goods	Below \$500,000 and above \$100,000
Shopping for Works	Below \$100,000
Shopping for Goods	Below \$100,000

Proposed ADB Prior or Post Review

Procurement Method	Prior or Post	Comments
ICB Works ICB Goods	Prior	Prior review of all bidding documents
NCB Works NCB Goods Shopping for Works Shopping for Goods	Prior/Post	The first two contracts in English language version for each NCB/Shopping goods and works will be reviewed using prior review procedure. Following that, post review will be used. ADB-approved procurement documents will be used as a model for subsequent procurement.
Recruitment of Consulting Firms		
Consultants' Qualifications Selection (CQS)	Prior	Prior review for first two packages
Quality- and Cost-Based Selection (QCBS)	Prior	Prior review for all contracts
Recruitment of Local Contractual Staff		
Local contractual Staff	Prior	DSE/MOE selects, negotiates and manages the contract with prior review and approval of ADB.

APPENDIX 19: ETHNIC GROUP ANALYSIS¹

INTRODUCTION

1. The Secondary Education Sector Development Program seeks to support the Government of the Lao People's Democratic Republic (Lao PDR) in enhancing access, quality, and efficiency of secondary education (SE). The program includes a (i) policy loan that will support reforms to enhance SE access and equity, quality and relevance, and subsector governance; and (ii) an investment grant that will focus on LSE delivery in 30 poorest and educationally disadvantaged target districts, to improve the educational outcomes of disadvantaged groups. Both the policy loan and project grant focus on addressing access and equity issues related to children from poor ethnic groups, particularly girls. Of the 30 districts targeted under output 1 of the project, 20* have a majority of ethnic group (EG) population.²

2. The analysis outlined below fed into formulation of SESDP's Ethnic Group Plan (EGP)—included as a linked document to the RRP, and included in the PAM main text. The EGP's core aims are to (i) outline the potential impacts of the Program (particularly the project) on ethnic groups, (ii) specify actions to address the impacts, and (iii) help improve the distribution of benefits to ethnic groups. Additional purposes of the EGP include:

- To avoid adverse project impacts to ethnic group people and, where this is unavoidable, to mitigate and reduce these impacts through fair and effective resettlement and/or compensation.
- To ensure that ethnic people in all project areas are adequately consulted and participate actively in any resettlement and livelihood restoration process.
- To ensure that ethnic groups are represented in decision-making bodies and in implementation arrangements so that their particular needs are addressed.
- To employ measures, such as the use of ethnic group language, inclusion of ethnic group staff members on consultation teams, anthropological studies, etc to ensure that specific concerns and needs are addressed and included in plans and implementation process.

3. A significant number of the potential project beneficiaries are from ethnic groups and this therefore requires special consideration in terms of beliefs, practices, languages, vulnerability and requirements. The EGP thus reflects specific project design elements that seek to maximize benefits for ethnic groups, and includes mitigation measures of potentially negative impacts.³ The EGP was informed via the analysis outlined below, which included consultations with ethnic group discussants regarding social and cultural development, livelihood, and other aspects.

Ethnic Groups in Lao PDR and Project Provinces

¹ In Lao PDR, "ethnic groups" is the official term used to describe what are often referred to as "indigenous peoples" in other countries.

² By broad grouping of the majority population, 16* districts are Mon-Khmer, 1 is Hmong-Mien, and 3 are Sino-Tibetan, while 4 are predominantly Lao-Tai and the rest have sizeable shares of Lao-Tai and ethnic group populations.

³ In addition to measures explicitly identified in the GAP, project implementation teams will involve ethnic groups, in particular for representation in school and community consultations. In addition, there will be training for GOL staff in culturally sensitive methods and appreciation of particular needs and concerns of ethnic groups, particularly (but not limited to) in the 30 districts targeted under project output 1 (access).

4. One of the main characteristics of the Lao PDR is its cultural diversity. Although there have been differing numbers given for the groups, specialists mostly agree on the ethno linguistic classification of the ethnic groups. For the purposes of the 1995 census, GOL recognized 47 main ethnic groups or categories and 149 subgroups, and the last revision of this list by the Lao Front for National construction (LFNC) contained 49 categories, and over 160 subgroups. Thus, the official terminology for describing the diverse population of the Lao People's Democratic Republic is 'ethnic groups.' This terminology was introduced with the 1991 Constitution. The term 'ethnic groups' is used by some to classify the non Lao ethnic groups while the term 'indigenous peoples' is not used by people in Lao PDR. The official terminology of the Lao Constitution is used in this Plan.

5. In Lao PDR all people are considered equal, irrespective of ethnic background. Although close to 50 major ethnic groups are recognized by the national census, many studies have divided ethnic groups into three major groups, based on proto-typical location: (i) Lowland Lao (Lao Loum) who tend to settle in the valleys and flatlands; (ii) Upland Lao (Lao-Sung) who prefer the higher altitudes; and (iii) Midland Lao (Lao Theung) who tend to inhabit the mid-level slopes. However these groupings are not officially recognized and there are many exceptions to these stereotypic village locations, therefore such universalities need to be used with care. Studies using those groupings typically report that (i) over two thirds of the national population is comprised of 8 ethnic groups within the Lao-Tai language family (termed Lao Loum); (ii) the upland or highland Lao make up about 10 percent of the population and comprise some 7 groups within the Chinese-Tibetan language family and 2 groups within the Hmong-lu Mien language family; and (iii) the Midland Lao account for 25 percent of the total population and comprise some 32 groups within the Mon-Khmer language family.

6. As Table 1 indicates, the higher birth rate patterns of the ethnic groups are currently resulting in higher population growth rates among them than that of the Lao-Tai. Most ethnic groups, other than the Lao-Tai, live in the rugged mountain areas that cover about 80% of the country.

Table 1: Lao PDR, Population by Ethnicity and Age 0–16 Cohort, 2005

Ethno-Linguistic Group	Number of Ethnic Groups	% in Total Population	% in Population aged 0–16
Lao-Tai	8	64.9	59.8
Mon-Khmer	32	22.6	25.1
Sino-Tibetan	7	2.8	3.0
Hmong-Lu Mien	2	8.5	10.7
Other/No Response		1.2	1.5

Source: Lao PDR, National Census 2005.

7. The cultural and linguistic differences are greater among many of the midland Lao than those among the Lowland and Upland Lao. The Mon-Khmer language family comprises the largest number of ethnic groups but slightly less than one-quarter of the total population. Although there are various ethnic groups within the lowland Lao, only the upland and midland Laos are considered ethnic "groups". Lao PDR policy emphasizes the multi-ethnic nature of the nation and in many ways works to reduce the discrimination against midland and upland groups. The use of the "three-ethnic group" emphasizes the commonality of Lao nationality "Lao First"

and is widely used in the country to refer to specific ethnicity. While there is participation in the political process with a number of non Lao ethnic people holding positions in government, as yet there is no equal representation at any political level when compared to their total numbers in the provincial populations. In Lao PDR poverty, culture, and ethnicity are closely linked. Often due to their remote location, the ethnic people have comparatively less access to government services such as health, education, agricultural extension and infrastructure. Many development plans, including infrastructure, are not planned or implemented with ethnicity as the overriding variable. As a result, development impacts can inherently be marginalizing on the isolated and pre-market ethnic economies unless adequate mitigation measures are adopted and the potential beneficiaries are consulted in project planning and implementation. Further, the higher incidence of poverty particularly among ethnic groups makes them more vulnerable socially and economically. The population of ethnic groups range from over a thousand to only a few hundreds.

8. The Government requirements show that ethnic groups consist of following characteristics:

- An intimate understanding and long stay in the territory, land or area of their ancestors closed attachment to the natural resources;
- Self-identification and recognized by neighbouring members by their distinctive culture;
- A language different from the national language;
- A long traditional social and institutional system; and
- A self-provided production system.

Ethnic Group Legal Framework

9. The Government agency responsible for ethnic groups is the Lao National Front Construction (LNFC). The role of LNFC is to advise the Government on all matters relating to upland ethnic groups, and to supervise national development programs which assist ethnic groups such as the 8 National Priority Development Program. In addition to the national office in Vientiane, LNFC has departments in each province. In 1995 LNFC developed a framework for External Assistance with the Development of Ethnic groups. This framework resulted in a strategy for the development of ethnic group population within the Government's goal of stability, sustainable growth and reduction of poverty. The key points of this framework were:

- To fight against poverty;
- To encourage active participation of the populations of ethnic groups in their own development;
- To reinforce the institutions involving ethnic groups;
- To develop natural and human resources in a sustainable manner; and
- To ensure mutual respect between, and increase responsibility of, the parties involved.

10. The Government has in place a number of programs aimed at the integration of ethnic groups into overall Laos society and in particular their greater participation in mainstream economic life. Most of the Government's programs for ethnic group development are the responsibility of Lao National front committee for Ethnic groups (LNFC). The Government is seeking to address the inequities of both development and infrastructure provision in the remote and mountainous areas with its cornerstone initiative-Program which provides assistance to communes experiencing special difficulties that have a high proportion of ethnic groups.

11. The equality and right of every ethnic person living in Laos has been clearly stated at the highest level in the constitution of 1992. Its Article 22 declares that:

“The Socialist Republic of Laos is the unified State of all ethnicities living in on the territory of Laos. The State carries out a policy of equality, solidarity and mutual cultural assistance among all nationalities, and forbids all acts of national discrimination and division. Every nationality has the right to use its own language and system of writing, to preserve its national cultural identity, and promote its fine customs, habits, traditions and culture. The State issues a policy of comprehensive development and assistance, and gradually improves the material and spiritual living conditions of the national ethnic groups”.

12. The Constitution was revised in 2003 and the relevant provisions are new Articles 8 and 35.

13. Various organizations responsible to implement the above policies are as follows:

- The “Ethnic groups Committee” under the National Assembly, is in charge of drafting and evaluating all legislation concerning ethnic groups, lobbying for its implementation and the implementation of its socio-economic development plans.
- The “Institute for Cultural Research” under the Ministry of Information and Culture, is responsible for carrying out all ethnic research activities.
- The “Lao Front for National Construction (LFNC)” as the mass (political) organization, is the lead institution for ethnic affairs.

14. The Government (GOL) has signed, among others: (i) the Convention on the Elimination of all Forms of Racial Discrimination (CERD); (ii) the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and (iii) the Convention on the Rights of the Child (CRC), forging the government effort in alignment with international agreements to ensure the promotion equality among the ethnic groups.

GOL Plan for Poverty Reduction

15. The National Growth and Poverty Eradication Strategy (NGPES) is based on analysis of poverty and its causes in Lao PDR. It states that the Mon-Khmer and Hmong-Mien and Sino-Tibetan ethnic groups are the poorest in the country and identifies several causes of poverty including problems pertaining in land availability for food production and income generation. The NGPES spells out support for multi ethnic development through support for poor district development, participatory development, capacity building of rural populations and local government for participatory planning. It identifies poor districts for targeting of poverty reduction programmes in the country as a whole. The project area is covered by these poor ethnic groups.

Livelihoods of the Ethnic Communities

16. The different ethnic groups in Lao PDR have widely varying livelihood systems. Many of the disadvantaged groups still live in rural areas and depend to varying degrees on forest products, serving a wide range of subsistence needs and opportunities for income generation. Lao PDR has a low population density compared to other countries in Asia, with about 20 inhabitants per sq km, and the country still has extensive natural forests which allow people to live a life in what has been called “benevolent poverty”: a subsistence economy with little cash

flow but providing the people with basic necessities. During the rainy season, many Lao PDR villages become unreachable. Geographical isolation is a particular problem for upland communities who, because of their languages, customs and religious belief, have limited access to government services, financial services, roads, markets and basic education and health services. Furthermore, their lack of education and overall awareness of choices prevents them from accessing information that would help poverty forces them to make difficult choices regarding their children education and future livelihoods.

General Education

17. There are wide disparities with high rates of illiteracy in rural areas and among non-Lao ethnic groups. In many disadvantaged ethnic areas. About 15 percent of Lao villages still have no primary school within commutable distance. About 70 percent of the primary schools in the poorest districts are incomplete, offering classes up to second or third grade only.⁴ More than 4,500 primary schools—about half of the country’s total—consist of only one or two classrooms.

18. Besides difficulties of geographical access, lack of common language and differing social and cultural customs and traditions act to hinder universal education of the ethnic populations: while mother tongue instruction is supported in early years of schooling, this is hindered by lack of ethnic group teachers. Current donor supported initiatives towards Education for All aim at attainment of the Millennium Development Goal of 100% primary school enrolment by 2015.

19. In general, provinces with large ethnic populations have: (i) more villages without school provision; (ii) more “incomplete primary schools”, and (iii) a serious lack of qualified teachers. Further, though ethnic children do enroll in school, the dropout rate is very high, particularly in the first two years of schooling. PPTA field work emphasized that many teachers are not natives of the communities in which they teach, do not speak the local language and, thus, have some difficulty communicating with and teaching local children.

20. Lao PDR has recently strengthened policies and planning on “Inclusive Education”, reflecting the government’s strong commitment to enhance access to ethnic groups (as well as girls and other disadvantaged groups: this is also reflected in strong government ownership of SESDP’s EGP. While apparent progress towards gender equality is now occurring with significant improvements in the proportion of women receiving education, and the narrowing of differences in the relative literacy ratios of men and women, the continuing interrelationships of gender, ethnicity and poverty remain. Women in disadvantaged ethnic groups comprise 70% of the illiterate, and suffer further isolation given that many do not speak the official language. Understanding the issues of and the inter-connections of gender, ethnicity and poverty are pivotal to addressing the problems of social and economic development. The dynamics explain the complexity of achieving equitable development.

Equitable Access to Lower Secondary Education

21. The principal beneficiaries of the project will be children of lower secondary school age, prioritizing girls, ethnic groups and other disadvantaged children, as well as poor rural areas of

⁴ MOE, Education Sector Development Framework, 2009.

Lao PDR; alongside the students of lower secondary, the other groups of beneficiaries are teachers and education sector staff.

22. The program intervention will explicitly prioritize the mentioned groups through the provisioning of stipends and/or other support for ethnic group youth to be trained as teachers to return to teach in poor ethnic communities to respond to the lack of qualified teachers in remote area and the poor and poorest areas.

Information, Disclosure, Consultation and Participation

23. During project preparation consultations were carried out in order to gather views and challenges were identified. A review was undertaken of ADB's documents; policy and strategies of Ministry of Education particularly education framework policy and strategies for basic education. Assessment was made of the issues surrounding the equitable access to basic education, particularly in LSE. EMIS data shows the disparities in access to education and reveals the gap in enrollment between ethnic groups.

24. A survey was carried out consisting of data from primary and lower secondary dropout students, parents, village authority, principal and teacher. Findings from the PPTA fieldwork, 2011, indicated that ethnic communities with children of LSE age are interested in further education and training for their children. There appeared to be clear understanding of the significance of education especially for boys, in contradiction to the common belief that education is not valued in such communities. Exposure and awareness raising about education and training, and especially, experiences in ethnic communities which have seen their youth achieving visible gains in employment as a result of training, seem to transform understanding about the value of education.

APPENDIX 20: SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY (SPRSS)

Country:	Lao People's Democratic Republic	Project Title:	Secondary Education Sector Development Program
Lending/Financing Modality:	Sector Development Program	Department/Division:	Southeast Asia Department/ Human and Social Development Division

I. POVERTY ANALYSIS AND STRATEGY

A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy

The Seventh National Socio-Economic Development Plan 2011–2015 identifies strengthening education and human resource development as a key imperative. Various national policies and plans highlight the importance of literacy and numeracy, and reaffirm the national human resource agenda for improving social welfare, enhancing workforce productivity, and greater access to further education. The revised Education Law (2007) calls on the education sector, including the secondary education subsector (SES), to contribute to citizenship, life skills, and the labor market.

The Secondary Education Sector Development Program contributes to poverty reduction by promoting equitable access and improved education outcomes for disadvantaged groups (enhancing economic opportunities), while promoting more inclusive growth, by expanding the human capital base of the Lao People's Democratic Republic (Lao PDR). The design aligns with priorities under the noted new 5-year plan, and directly supports the Government of the Lao PDR's Education Sector Development Framework (ESDF). It also supports implementation of the National Plan of Action for Education For All (EFA Plan, 2003–2015), which highlights (i) expanding access to basic education, especially for disadvantaged groups; (ii) bolstering formal and nonformal education; (iii) improving teachers' status and qualifications; (iv) enhancing curricular relevance and quality; and (v) improving education sector management. The program also aligns with Strategy 2020 of the Asian Development Bank (ADB)^a and the draft country partnership strategy for the Lao PDR, contributing to the promotion of pro-poor sustainable growth in the Lao PDR.

B. Poverty Analysis Targeting Classification: Targeted intervention-MDGs (TI-M)

1. **Key issues.** There remain considerable gaps in levels of development and poverty (as well as gender imbalances) across different geographic areas and ethnic groups.^b Economic growth and poverty reduction has been concentrated in urban areas and in districts along the Thailand border, and the northern part of the country remains poorer where the average poverty rate is 37% (significantly higher than the national average of 30%), and about 65% are non-Lao-Tai ethnic groups.^c In general, upland areas are significantly poorer than lowland districts, and have worse social indicators. Poverty rates are also higher among households headed by women, even after controlling for other factors.^d Social and poverty differences based on gender are substantially higher among ethnic communities. For example, large gaps remain between school enrollment rates of Lao-Tai versus ethnic group girls and boys, and education indicators for rural ethnic group females remain among the lowest in East Asia.^e

2. **Design features.** Closely aligned with the ESDF, the policy loan supports reforms to enhance access and equity, quality and relevance, and governance of the SES. A linked investment grant supports improved educational outcomes of disadvantaged groups (in particular, girls, children from poor families, and ethnic groups) nationwide, with access-related interventions under output 1 focusing on lower secondary education (LSE) and upper secondary education (USE) delivery in 30 target districts selected based on government classification as both poorest and educationally disadvantaged districts. In these 30 districts—which are clustered in remote, upland, and border areas, and have large ethnic group populations—depressed education outcomes reflect various socioeconomic challenges.

Key design features include (i) targets for dormitory spaces, stipends, and remedial learning opportunities for poor ethnic and female students, to support enrolment and completion of LSE and USE; (ii) preferential access for ethnic groups in in-service training (including training of master trainers); (iii) targets for new graduate teacher placement scheme support and teacher upgrade grants to poor ethnic group teachers; (iv) ensuring all materials developed under the project are sensitive to gender, ethnicity, and disability; (v) ensuring that institutional analysis of the SES and in-depth LSE needs assessment and school network mapping procedures include gender and ethnic group issues and criteria; and (vi) ensuring all civil works designs accommodate access by children with disabilities.

C. Poverty Impact Analysis for Policy-Based Lending

Given progress in recent years towards universal primary schooling, LSE has become a threshold at which poor and disadvantaged children drop out of the education system. The program will advance pro-poor reforms under the ESDF, with a particular focus on increasing inclusiveness of LSE and USE for girls, ethnic groups, and the disabled, and on narrowing rural–urban and interregional disparities. Pilot testing and project interventions in poor areas (including classroom and dormitory provision bundled with stipends to poor students, remedial support, and school grants) will directly link to policy dialogue on addressing constraints on education facing the poor, which in turn lead to low human capital generation, limited economic opportunities, and intergenerational poverty traps.

Program interventions directly or indirectly address constraints identified by the poor in the ADB-supported 2006

participatory poverty assessment, including (i) addressing direct and opportunity costs associated with education by providing needs-targeted stipends and dormitories; (ii) enhancing curricular relevance, including by assisting local education offices and schools to better utilize autonomy over elements of the SES curriculum; (iii) increasing the supply of qualified teachers in poor rural areas and promoting participation by all students via more student-centered learning approaches and remedial support for children with weaker educational backgrounds (e.g., poor children from non-Lao-speaking households and graduates from weaker village primary schools); (iv) providing textbooks and other materials (most scarce in poor rural areas); and (v) expanding LSE school networks to narrow the distance between villages to the nearest LSE school (while also addressing overcrowding), and exploring more pro-poor provision of dormitories, particularly for girls from remote villages. Such interventions will be mainstreamed into the program's gender action and ethnic group plans. The program will also pilot test the use of information and communication technology to improve rural education, with a strong focus on capacity building and other "soft components" to ensure that minimalist hardware equitably and sustainably supports education in poor and remote rural areas.

II. SOCIAL ANALYSIS AND STRATEGY

A. Findings of Social Analysis

Key issues. The Lao PDR's diverse ethnic groups can be divided into four language groups: Lao-Tai, Mon-Khmer, Chinese-Tibetan, and Hmong-Mien. The majority Lao-Tai reside mainly in the lowlands (benefiting their participation in political and economic life), while the other groups are concentrated in more remote and upland areas. Inequalities exist across and within ethnic groups, and poverty rates (estimated at 57% for Mon-Khmer, 46% for Hmong-Mien, 40% for Tibeto-Burman, and 25% for Lao-Tai groups) reflect interlinked issues related to geography, natural resources, and various economic and social dimensions. In terms of education achievement, the Lao-Tai show the highest rates of enrollment and the lowest gender gap. Promoting education among disadvantaged ethnic groups in remote and ethnic group areas requires addressing factors including affordability of and attitudes toward schooling.

Local consultations during program design reaffirmed that poverty is a key reason for low attainment. Low enrolment and completion rates reflect complex supply- and demand-related factors, including physical access (e.g., lack of nearby schools and of teachers) and financial and opportunity costs affecting poorer families. In addition to effective access, poor and disadvantaged children need education to be learner-centered, relevant, and of good quality, to equip them to take advantage of continued opportunities for study and for gainful employment.

Children of secondary school age will be the main end beneficiaries. Program interventions will explicitly prioritize poor rural areas as well as girls and other disadvantaged children, including via needs-targeted stipends and school grants aimed at enhancing equity and quality. Teachers and education sector staff will also substantially benefit. Interventions will also seek to address constraints including (i) poverty, parents' lack of education, gender-related norms, and other socioeconomic constraints; (ii) weak levels of preparedness from primary schooling; (iii) perceptions of high costs and low quality and relevance of public education; (iv) remoteness and low levels of development in many parts of the Lao PDR, and difficulty in targeting interventions to dispersed disadvantaged groups; and (v) overall capacity of the SES to ensure equity and quality while also responding to rapidly rising total enrolments. Program interventions—such as school network mapping and provision of schools and dormitories, school grants, and stipends and remedial support for disadvantaged students—will all be designed to address or minimize these factors. Stakeholder consultations, from the central level down to pupil-parent associations, will also play an advocacy role.

B. Consultation and Participation

1. Provide a summary of the consultation and participation (C&P) process during project preparation.

Program design involved close involvement by and dialogue with the Ministry of Education (MOE) and central and provincial units under MOE, Ministry of Finance, Ministry of Planning and Investment, Education Sector Working Group members including international and nongovernment organizations, and the Lao Youth Union, as well as ethnic group representatives, and teachers, principals, students, and other villagers during field investigations.

2. What level of C&P is envisaged during the project implementation and monitoring?

C&P will include (i) workshops and other meetings to engage relevant agencies and institutions, international development partners, and private sector (including nonprofit) actors; (ii) launch of MOE's communication strategy; (iii) mobilization of school-level pupil-parent associations, and participation by communities, school staff, and students in needs assessments, data compilation, and other direct consultations with school staff and students in target areas.

Information sharing Consultation Collaborative decision making Empowerment

3. Was a C&P plan prepared for project implementation? Yes No

The program will continue and build on C&P conducted during the Basic Education Sector Development Program.^f

C. Gender and Development

Gender Mainstreaming Category: Gender equity as a theme

1. **Key issues.** Despite progress, the Lao PDR is still far from achieving the Millennium Development Goal 3

target. Girls are disproportionately represented among children never attending school, and gender gaps are larger at higher grade levels. In school year SY2009/10 enrolment rates in primary schooling were 91.7% for girls and 93.7% for boys, but the rates for LSE were only 55.5% for girls and 64.4% for boys, and for USE the rates were 30.4% for girls and 37.3% for boys. Challenges span many dimensions and include physical access, quality of teaching, language of instruction for non-Lao-speaking groups, safety and quality of school environments and facilities, and traditional norms regarding girls' education and early marriage.

2. **Key actions.** Gender-related design features include (i) institutional analysis of the SES and in-depth LSE needs assessment to include gender and equity dimensions; (ii) site selection with areas with low female enrolment and all construction and upgrading of schools to include separate latrines for girls in separate locations; (iii) 50% of dormitory spaces, stipends, and remedial learning opportunities are allocated to poor female students from remote areas; (iv) targeting of 50% female participants in all preservice and in-service teacher training for LSE and USE teachers; (v) quotas of at least 50% provision of new graduate teacher placement scheme support, teacher upgrade grants, and secondary pedagogical advisor support to females, especially from ethnic groups; (vi) prioritizing female representation in all management training programs and support strategies—recruitment, training, and mentoring programs for increasing women in school management positions; and (vii) developing a social marketing campaign for parents and community leaders to increase understanding of the benefits of schooling for girls and promote female education in science as well as a strategy to provide recognition awards for districts with good practices in gender awareness raising and increasing access of females, especially from ethnic areas.

Gender action plan Other actions or measures No action or measure

III. SOCIAL SAFEGUARD ISSUES AND OTHER SOCIAL RISKS

Issue	Significant/Limited/ No Impact	Strategy to Address Issue	Plan or Other Measures Included in Design
Involuntary resettlement	No impact	Construction will be undertaken on government-owned sites.	<input checked="" type="checkbox"/> No action
Indigenous peoples	Design prioritizes increased access to quality schooling for ethnic group students in disadvantaged areas.	Specific interventions and measures are integrated in the ethnic group plan and design and monitoring framework.	<input checked="" type="checkbox"/> Indigenous peoples plan
Labor <input checked="" type="checkbox"/> Employment opportunities	Program promotes improved LSE and USE quality, relevance, and links to students' training and employment.	Encourage LSE and USE completion, and recruit more students from poor, remote, and ethnic districts into teaching. Within the program, the core labor standards will also be upheld in project civil works.	<input checked="" type="checkbox"/> No action
Affordability	Program reduces cost barriers to participation in LSE and USE	Targeted financial support mechanisms included (e.g., needs-targeted stipends for LSE, and dormitories)	<input checked="" type="checkbox"/> No action
Other risks and/or vulnerabilities <input checked="" type="checkbox"/> Human trafficking	Dormitories may involve possible risk of trafficking	Risk mitigated by school and community supervision (including training and live-in staff), plus training on code of conduct and safety to all education sector staff	<input checked="" type="checkbox"/> Other action

IV. MONITORING AND EVALUATION

Are social indicators included in the design and monitoring framework to facilitate monitoring of gender and social development activities and/or social impacts during project implementation? Yes No

These are included in the gender action plan and the ethnic group plan.

^a ADB. 2008. *Strategy 2020: The Long-Term Strategic Framework of the Asian Development Bank, 2008–2020*. Manila.

^b M. Andersson et al. 2006. *Determinants of Poverty in Lao PDR. European Institute of Japanese Studies Working Paper Series No. 223*. Stockholm.

^c ADB. 2010. *Report and Recommendation of the President to the Board of Directors: Proposed Grant for the Northern Rural Infrastructure Development Sector Project*. Manila.

^d NCCR North–South Management Center. 2008. *The Geography of Poverty and Inequality in the Lao PDR*. Bern.

^e ADB. 2004. *Country Gender Strategy for the Lao People's Democratic Republic*. Manila.

^f ADB. 2006. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Grant to the Lao People's Democratic Republic for the Basic Education Sector Development Program*. Manila.

Source: Asian Development Bank.

APPENDIX 21: GENDER ANALYSIS SUMMARY

1. Although Lao PDR has made progress in narrowing gender gaps in education, it is still far from achieving the MDG3: girls enrolment rates remain lower than those for boys, with the gap increasing across successive education levels. Data for school year SY2009/10 show that girls' enrolment rates lag behind boys at the primary level (91.7% versus 93.7%) and particularly in LSE (55.5% versus 64.4%) and USE (30.4% and 37.3%). A disproportionate share of girls has never attended school. Challenges for SES and the education sector include those related to access, as well as quality of teaching, language of instruction for non-Lao speaking groups, safety of school environments and sufficiency of school facilities, traditional values regarding girls' education and early marriage, etc.

Students

2. Low female enrolment rates noted above reflect girls' under-representation at all levels within the Lao PDR school system. In SY2009/10, girls comprised 47.2% of all primary students (a gender ratio of 0.89 girls per boy), and this imbalance is even more pronounced at higher levels of schooling, with the gender ratio of students falling to 0.81 at LSE and 0.80 at USE. It also is more marked in poorer areas, particularly in more remote poor rural areas, which tend to have larger ethnic group populations. In the 30 districts targeted under output 1 of SESDP's project (i.e., the 30 districts in Lao PDR that are simultaneously among the 48 districts classified by the government as poorest¹ and 56 districts classified by MOE as "educationally disadvantaged"), the gender ratio falls to 0.83 girls per boy among primary students, and only 0.69 and 0.65 for LSE and USE respectively. There is scope for improvement, as total primary enrolments increased most rapidly in these areas (rising 10% overall and 12% for girls) from SY2008/09 to SY2009/10. However, it will be critical that the LSE and eventually USE subsectors are ready to promote increased enrolment and completion among both boys and girls.

Table 1: Girls' Participation by Level of Schooling and Type of Locality in SY2009/10

	PRIMARY			LOWER SECONDARY			UPPER SECONDARY*		
	Girls	% of Enrol.	F/M (%)	Girls	% of Enrol.	F/M (%)	Girls	% of Enrol.	F/M (%)
Lao PDR	431,887	47.2	89	150,225	44.8	81	43,450	44.3	80
Poorest districts	131,399	46.4	87	31,873	41.9	72	6,398	39.5	65
30 target districts	69,457	45.5	83	13,726	40.8	69	2,617	39.4	65

*Includes only grades 10-11, as grade 12 was added in SY2010/11 (data not yet available).

Source: PPTA calculations based on EMIS 2009/10 data

3. The government and many international development partners (IDPs*) are providing concerted support to increased access to and completion of primary school (particularly for girls).² Among these, the EFA/FTI* project aims to raise primary completion rates in the 56 educationally disadvantaged districts. SESDP will encourage improved transition of girls from

¹ In 2003, the government began to classify all districts as non-poor, poor, or poorest. Following recent adjustment, the government currently classifies 48 districts as poorest.

² About 15 percent of Lao villages still have no primary school within commutable distance, and 70% of the primary schools in the poorest districts are incomplete, offering classes up to second or third grade only. See MOE, Education Sector Development Framework, 2009.

primary grade 5 to LSE grade 6 in the noted subset of 30 of these districts that are additionally classified as poorest. More generally, SEDDP will directly complement various government and IDP support focused on primary education, to ensure that the Lao PDR education system can simultaneously expand numbers of children (particularly girls) completing grade 5, as well those entering and completing LSE and eventually USE.

4. Lack of “supply” of LSE opportunities contributes to low participation in primary school and beyond primary. Many girls drop out before grade 5, and time, safety and cost of travel to a more distant LSE or USE school are reported to be particular barriers to girls continuing beyond primary school. Lack of local school facilities (including appropriate and safe boarding facilities) also presents a particular barrier for girls, who are less likely than boys to walk long distances to study at a complete school or to attend as boarders in existing (often make-shift) accommodation.³ More than 4,500 primary schools—about half of the country’s total—consist of only one or two classrooms.

5. Safety concerns may hinder girls’ enrollment. Many school environments are not yet inclusive or safe enough to sustain girls’ participation. Many lack separate sanitation facilities for boys and girls. Incidents of verbal, psychological, and sexual harassment have been reported in some studies.⁴ A study of informal boarders found that the conditions in school dormitories vary dramatically according to location. In the most basic structures, boys and girls sleep together on the floor. Kitchen facilities are generally separate temporary structures built by the parents of the boarders where children cook in small groups, often with only one pot. Inadequate access to water and sanitation, electricity for studying, and warm clothes and blankets was often reported. Lack of formal supervision creates particular vulnerabilities for both girls and boys to sexual harassment and assault.

6. High rates of malnutrition, too, negatively affect educational outcomes. Malnutrition impairs cognitive development, reducing a child’s potential to learn effectively. This affects primary schooling (e.g., school-age children who are small for their age may be kept at home, delaying their entry to school), but also chances of attending, performing well in, and completing secondary schooling.

7. In addition to poverty, ethnicity and language affects access and school outcomes. Three-quarters of primary students in the 30 target districts are from non-Lao-Tai communities (more than half are in Mon Khmer majority districts), declining to 70-71% by USE grades. Non-Lao-Tai communities are 16-17% of primary students in the 57 “non-ED/non-Poor” districts, declining to 11-12% in USE grades.

8. Other factors impacting on girls’ education include: girls’ household responsibilities, including care of younger siblings, farming, and other household work; financial factors such as the cost of clothing and school supplies and the opportunity cost of girls’ foregone labor; as well as socio-cultural factors, such as the level of parents’ support, awareness of opportunities related to education, parents’ education levels, and cultural traditions (including early marriage for girls).

³ UNICEF, draft study of informal boarders, 2010.

⁴ Education Sector Development Framework Appraisal Report for Lao PDR, for submission to Fast Track Initiative Secretariat by Informal Education Donor Working Group, December 2008.

9. Such factors will be taken into account in SESDP's policy loan as well as complementary investments under the investment project. In addition to national or nationwide initiatives under various outputs (e.g., development and launch of the MOE Communication Strategy, nationwide school network mapping, etc.), they will be mainstreamed into development of geographically targeted interventions under output 1 of the project. Among others, this will construct 30 LSE schools (1 per target district), as well as provide stipends for Grade 6 entry in 2013/14 in those 30 schools plus an additional 30 secondary schools. Similar support will support access to USE at 15 existing SES school sites to receive new or additional USE classroom blocks, as well as other schools that will participate in the USE stipend program. At least half of each of LSE and USE stipends will be for girls, and some 80% of stipends should be for ethnic students. Low-cost, community-managed dormitories will be provided for LSE students at 60 sites and for USE students at 15 sites, which will also receive access grants (school-level grants to support equitable access).⁵ The SESDP strategy includes provision for remedial support in areas like math, reading, and writing so that dormitory students can achieve better learning outcomes. Similarly, community participation through Pupil-Parent Associations (PPAs*) will be supported, to ensure that stipends target the poorest families, and access grants maintain a pro-equity focus, attendance of at-risk children is monitored and encouraged, etc.

10. **Teachers:** More than 90% of secondary teachers in 2009/10 are Lao-Tai, ranging from 80% in the 30 districts targeted for access-related support under SESDP's output 1⁶ and in the remaining 26 FTI Districts (versus roughly 95% in more affluent and urban districts and provincial centers). The large majority of ethnic Lao-Tai teachers is partly due to insufficient students from other ethnic groups, particularly girls, completing secondary school and entering teacher education institutes. In Table 1 above, the 30 target districts constitute a 15.7% share of all enrolled in primary school nationwide, dropping to only 9.4% for LSE and 6.4% at USE grades. Expanding the pool of graduates from the poorest districts is an important step if more graduates from non-Lao-Tai groups are to enroll in teacher education programs.

11. Incentives are being explored to attract Lao-Tai TEI/FOE graduates to take up teaching appointments in "difficult-to-staff" districts, but a more effective longer term strategy would be to increase USE completion rates in those districts, target TEI stipends for ethnic group students from those districts, and increase graduates returning to teach. Teaching is one of the few government positions in many communities, so there is a positive economic impact for each graduate returning to their home district. A longer-term impact would be demonstrating to secondary students (and their families) that teaching is a good career option, especially for girls. Table 2 demonstrates that even in largely ethnic group areas, Lao-Tai teachers comprise a substantial majority of teachers, indicative of various challenges.

⁵ Dormitories have gender-inclusive design features such as separate latrine and facilities for females and males and are safe, secure and have adult supervision.

⁶ Data not available for four districts newly formed due to district splitting (data reported in former district).

Table 2: Secondary Teachers by Ethnicity and Type of Locality

District Ethnicity ^a		Lao Tai		Mon Khmer		Hmong Mien		Sino Tibetan		Secondary Teachers	Percent Lao Tai
		Female	Male	Female	Male	Female	Male	Female	Male		
LAO PDR	136	80%	78%	33%	26%	64%	53%	10%	15%	18,830	
Lao Tai	80	7264	6258	98	163	51	254	18	11	14,117	95.8%
Mon Khmer	44	1316	1403	170	422	13	110	17	11	3,462	78.5%
Sino Tibetan	8	118	97	23	19	1	16	137	53	464	46.3%
Hmong Mien	4	362	292	4	12	15	102	0	0	787	83.1%
POOREST	42	58%	56%	29%	15%	46%	45%			3,201	
Mon Khmer	22	377	465	56	186	7	60	1	1	1,153	73.0%
Lao Tai	14	692	792	27	35	13	96	0	0	1,655	89.7%
Sino Tibetan	4	56	50	9	10	0	3	12	6	146	72.6%
Hmong Mien	2	78	101	2	6	8	52	0	0	247	72.5%
TARGET	26	39%	33%	12%	6%	38%	43%			1,621	
Mon Khmer	16	260	340	41	141	0	15	1	1	799	75.1%
Lao Tai	5	242	228	7	9	3	30	0	0	519	90.6%
Sino Tibetan	4	56	50	9	10	0	3	12	6	146	72.6%
Hmong Mien	1	57	69	2	2	5	22	0	0	157	80.3%

Source: Analysis of EMIS data 2009/10 under Asian Development Bank TA7755-LAO: BESDP II

^a District ethnicity based on largest ethnic group population within local primary students.

Due to formation of new districts, data not available for all current districts.

12. Female teachers face other problems in accessing teacher training/re-training courses which require absences from their family. These problems multiply for teachers in remote rural districts when travel to a larger urban center is required for courses. MOE data for teachers undertaking the LSE upgrade program (42% female) and USE upgrade program (46% female) appear positive, but closer analysis may reveal that most female participants are from urban communities. If so, better targeting and strengthened incentives may be required if rural teacher qualifications are to be improved.

13. Transforming gender stereotypes is a long term process, requiring positive female role models at the school and community level – as an incentive for girls to complete secondary school and helping boys develop more appreciation of the contribution of women to community values and culture.

14. **Gender, governance and management:** In the 30 target districts for SESDP's output 1 (access), out of 9074 education sector staff (teachers and administrators) 37.2% are women. No national data has been identified that disaggregates teachers from administrators) so it is not possible to indicate the number of women working in district and provincial offices. The average share of women for the 30 districts is 37.3%, with a value as low as 18.8% in Phontong District of Luang Prabang. For central MOE, out of 466 staff 40% are women. Analyzed by qualification, of 14 PhD holders, 79% are men; of 111 master's degree holders, 66% are men; and of 254 BA holders 61% are men.