



# CIEDII Newsletter

Community Initiative for Education  
Development Project Phase 2

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## ESA-EDP Trainings have been done in the Target Districts!

Education Situation Analysis and Education Development Planning (ESA-EDP) trainings were done for PES/DEB trainers based on the revised module, and 200 lower-performing schools were identified for the focus of support for 2013-14.

### Present situation of Annual Education Development Report and Plan

Annual Education Development Report and Plans are made at all levels from MoES, PES, to DEB in May-July every year, and Annual National Education Administrators' Seminar is held at the end of June.

Traditionally, education administrators' seminars are held in the order from national to provincial and district levels to convey central policy and strategy for wide dissemination. However, education seminars at province and local levels this year have been held before the central seminar, reflecting initiatives of result-based and bottom-up management.

Provincial and District Annual Education Development Report and Plan are likely to be filled with abstract

sentences reporting completed and on-going "projects" and the rough budgets only. Important issues to be solved and future efforts to be done in their limited budget have not yet included rationale. MoES recognizes the need to improve Annual Development Report and Planning at local levels to be more effective tools to tackle difficulties.

### Revision of ESA-EDP module and guideline

In March 2013, the Planning and Budgeting Manual for the Education Sector and ESA-EDP Guidelines were examined by master trainers in MoES and by expert. The current Education Development Plan reflects national policy into local plans in a top-down manner, with questionable success in steering local education issues up to higher levels.

The CIEDII Project updated the manual in consideration of the following points:

1. District Annual Education Development Plan, which exercises jurisdiction over schools, needs to mention clearly about target schools and concrete countermeasures.

2. Provincial and District Annual Education Development Plans needs to prioritize schools to cope with many problems when PES and DEB supply support such as school buildings, teaching-learning materials, trainings, and monitoring, in situations that PES/DEB face budget limitations.

3. PES and DEB identified schools with many problems based on statistical data, and encourage the schools and its Village Education Development Committee (VEDC) to plan and implement School/Village Education Development Plans (SDP/VEDP). In addition to school and village efforts, PES and DEB's necessary measures are also provided.

4. PES and DEB's countermeasures to support SDPs must be integrated into provincial and district Annual Education Development Plan.



Trainings for ESA-EDP - with 90 PES and DEB trainers attending - were held in Pakse from 21st to 24th May 2013, and in Savannakhet from 11th to 14th July 2013. The trainings aimed for PES and DEB trainers to be able to identify and analyze the education problems in each province and district correctly based on analysis of education situation of each school, to plan Annual Education Development Plans at provincial and district levels reflecting situation analysis of each school and to support for SDPs at provincial and district levels.

At the trainings, we started with focusing on education statistics in each province and district, and let trainers reconsider statistical data and its meaning. Looking at average ratio of Net Enrollment, it seemed the result is getting better every year. However, when they collected actual numbers of children age 6-10 who do not enroll in schools yet, they figured out the numbers are quite different from what they expected from the average ratio.



Next, they analyzed problems identified by statistical data. PES and DEB found their main problems are High Repetition Rates and Dropout Rates. By using Project Cycle Management methods, they identified main problems and found causes and solutions.

Lastly, they examined PES and DEB's countermeasures to support SDPs in each school. As a result, administrative solutions are listed in the provincial and district Annual Education Development Plan, which will truly function to support each school.

#### Contents of TOT for ESA-EDP

1. Introduction and Word Definition
2. Basic Principle of Planning
3. Planning Methodology
4. Target Setting
5. Intervention Strategy and Implementation Plan
6. Financial Planning
7. Monitoring and Evaluation
8. Summative Evaluation

At the training in Savannakhet, Ms. Sengdeuane LACHANTHABOUN, Vice Minister of MoES gave an address about the CIED II project's contribution to the decentralization policy. She said that "3 Build" is the policy that aims to develop provinces as strategic units, districts as strong multidimensional units, and villages as the center of the push for development.

The project encourages the realization of the policy, which MoES initiated up to now. To achieve the MDGs and EFA, schools and villages need to encourage enrollment and to support completion of primary education. The DEB's efforts for schools to have capacity to support themselves is essential. "I recommend PES to disseminate the cycle of SDP and its implementation methods to other districts not only target districts in the provinces", she said.



#### Selecting target schools

After the trainings for ESA-EDP, PES and DEB trainers held meetings in the target districts and decided on 200 target schools for 2013-14, based on education statistics. CIEDII Project expected two more trainings: VEDC training to encourage community involvement in education, and Teaching-learning Method training,

which provides teaching techniques for school teachers.

Compared with target education indicators, each DEB selected 10 schools with a low Net Enrollment Rate and a high Dropout Rate as prioritized schools to attend VEDC training. Also, 10 schools with high Repetition Rates were selected as target schools for Teaching-learning Method training.

CIEDII supports only a small number of schools. Therefore, it is necessary for PES and DEB to support other schools that have not reached target education indicators by conducting similar trainings using the government budget. Both planned trainings by the project and DEB were listed in the Annual Education Development Plan for 2013-14. For instance, there are 17 schools that do not meet target the Net Enrollment Rate of 98%, and 33 schools have a Dropout Rate of more than 4.5% out of a total of 70 schools in Champasack District. With the exception of the 20 target schools in the project, DEB selected schools with serious issues and would provide similar trainings, which also helps them to reach target indicator in the target districts.



#### CONTACT

Waiting for your comments!

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