Lao PDR

Second Global Partnership for Education (GPEII) Project (Grant TF018969)

Implementation Support Mission Aide-Memoire

(April 18 – 26, 2017)

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I. Key Project Data

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Approval Date</th>
<th>Start Mission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Global Partnership for Education</td>
<td>14 April, 2015</td>
<td>18 April, 2017</td>
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<tr>
<th>Project Number</th>
<th>Closing Date</th>
<th>End Mission Date</th>
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<td>P149130</td>
<td>15 July, 2019</td>
<td>26 April, 2017</td>
</tr>
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<table>
<thead>
<tr>
<th>GPE Grant</th>
<th>Disbursed amount</th>
<th>% Disbursed</th>
<th>Next Mission Date</th>
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<tr>
<td>US$16.8million</td>
<td>US$1.69 million</td>
<td>10.06%</td>
<td>17 July, 2017</td>
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II. Introduction

1. An implementation support mission\(^1\) of the Second Global Partnership for Education (GPEII) Project was carried out during the period of April 18–26, 2017. The objectives of the mission were to: (i) review the implementation progress and assess the likelihood of the project to achieve its development objective; (ii) take part in a tri-lateral meeting with the Ministry of Finance (MOF) and the Ministry of Education and Sports (MOES) to adapt the regulations governing travel (per diem, accommodation, transportation) to the capacity building activities supported by the World Bank (WB) education operations in Lao PDR; and (iii) agree with MOES on a timeline for the project restructuring and participate in the review of the proposed changes by the GPE II Project Steering Committee (PSC).

2. The mission’s findings and agreements reached are presented in Sections IV and V of this aide-memoire, while Annex 1 contains a list of the specific timed actions and the responsible institution for their implementation.

3. The team wishes to thank the MOES and other involved agencies and Development Partners (DPs) for their guidance and valuable insights. Special appreciation goes to Mr. Khamphay Sisavanh, Vice Minister of Education and Sports, Ms. Khampaseuth Kitignavong, Deputy Director General of the Department of Pre-primary and Primary Education (DPPE), MOES, the staff of the project implementation unit – the Education Sector Plan Coordinating Unit (ECU), the members of the PSC, and the staff of all departments who contributed to the achievement of the mission’s objectives.

4. In accordance with the World Bank’s Access to Information Policy it was agreed with MOES that this aide-memoire will be publicly disclosed.

III. Project Overview

A. Project Development Objective (PDO)

5. The PDO is to support the Government of Lao PDR in improving pre-primary and primary education quality. This will be done by: (i) providing additional funding at school, district and provincial levels, as well as strengthening overall capacity to manage these resources to achieve minimum education quality; (ii) supporting the Government’s efforts to improve the quality of education by providing technical assistance and capacity building activities; and (iii) collaborating with other development partners to achieve the mission’s objectives.

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\(^1\) The mission was led by Plamen Danchev (Senior Education Specialist and Task Team Leader), and included Phouvanh Phommalangsy (Education Specialist), Siriphone Vanitsaveth (Sr Financial Management Specialist), Chris Majewski (Consultant), and Ms. Boualamphan Phouthavisouk (Team Assistant).
quality standards and (ii) enhancing the teaching and learning environment in schools through improved teaching practices, instructional resources and analytical products to support early grade literacy.

B. Project Components

6. The project support is structured in three components:

(i) Component 1. Strengthening School-Based Management (US$12.7 million). This component supports: (i) the development of a common school based management (SBM) framework; (ii) capacity enhancement activities at school, village, district, provincial and central levels to improve the implementation of SBM policies; (iii) provision of operational cost support for District Education and Sports Bureaus (DESB) and the Provincial Education and Sports Services (PESS) structures of MOES to cover travel and subsistence expenses for appropriate coaching, mentoring and monitoring of schools during SBM implementation; and (iv) disbursement of three annual payments of complementary school block grants (SBGs) to primary and pre-primary schools and kindergartens for the educationally most disadvantaged districts, and one annual payment for schools in districts with better education results, following technical support for strengthening the SBG disbursement and reporting mechanisms.

(ii) Component 2: Improving Reading Outcomes and Assessment Capacity (US$2.5 million). This component supports the piloting of a reading development intervention in Lao language in Grades 1 and 2, and the production of research aimed at informing the government on reading development approaches for ethnic students and those with weak Lao language skills.

(iii) Component 3: Project Management and Monitoring and Evaluation (M&E) (US$1.6 million). This component supports the delivery of project activities on planning and execution, financial management, procurement, internal audit, environmental and social safeguards management, with particular focus on strengthening the mechanisms for monitoring of project activities, data collection and tracking sector-wide education indicators.

IV. Summary of Project Status

A. Implementation Progress

7. The mission is pleased to note progress in several areas in recent months, with bottlenecks that were holding up activities under components 1 and 3 resolved. This is expected to lead to an increase in the pace of implementation, with the national SBM training under Component 1 starting on May 29, 2017, and the school block grants (linked to the implementation of the training) to be disbursed in July 2017, with delays recovered by compressing the training program schedule. This will allow for timely completion of the national trainings and disbursing three annual payments of the SBGs in July 2017 and June 2018 and 2019. Component 3 has marked significant progress with the completion of the project baseline survey and the establishment of a rigorous methodology for tracking the implementation progress.

8. The project is nearly half way through its four-year implementation period, with delays of 18 to 24 months affecting the core project activities. It took longer than expected for the MOES implementation units (IUs) to: (i) develop and agree upon the national SBM training materials and content; (ii) recruit a qualified pool of trainers to deliver the SBM training program; (iii) establish a national system of school bank accounts for transparent and verifiable disbursement of SBGs; (iv) develop and endorse SBG Guidelines; (v) establish a project policy for travel, subsistence and accommodation payments that follows the underlying government regulations and responds to the design of the training programs supported by the Bank’s operations in education; and (vi) initiate and complete the procurement process for selection of technical advisors (TA) to design the pilot early grade reading interventions. These
issues have hindered the implementation progress for most of the time since the project’s effectiveness, with more concerted efforts to resolve them and viable solution identified in the past eight months.

9. Since the actual implementation of most project activities is imminent, the related disbursements and the anticipated intermediate outputs in the results framework cannot be captured at this point. If the momentum is kept up over the next six months, there is very strong potential for registering marked improvements in disbursement and achieving the intermediate targets for many of the results framework indicators.

10. Considering the significant implementation delays, the PSC met on April 21, 2017 and endorsed several significant project changes, including, inter alia, increasing the SBG amounts and extending the project closing date by 18 months to ensure proper implementation and evaluation of the early grade reading intervention under Component 2. Account of the changes endorsed by the PSC is included in the presentation delivered by the GPE II Project Director (Annex II).

11. While the project has maintained good fiduciary and safeguard standards, not all interim financial reports have been received on time despite the minimal project activities to report on. The ECU committed to work closely with the IUs to ensure timely submission and improved performance with respect to disbursements and liquidation of advances. The annual project audit report has been received with an unqualified opinion.

B. Likelihood of Achieving the Project Development Objectives

12. While many of the project activities are back on track after overcoming some bottlenecks, full accomplishment of the PDO will not be possible without an extension of the project closing date. The project is still able to implement the reading intervention for one third of the originally planned implementation time, but this time is insufficient to improve the reading skills of the children in Grades 1 and 2 and accomplish the targets for three of the four PDO indicators. It is also unlikely to accommodate an impact evaluation in the remaining implementation time to provide evidence on whether the pilot interventions have improved the quality of primary education. The PSC endorsed an extension by 18 months to December 2020 to address this concern.

13. Following the consultation process required for restructuring of operations financed by the Global Partnership for Education (GPE), it is expected that the formal restructuring request will be submitted to the Bank in the final quarter of 2017.

V. Detailed Description of Implementation Progress by Component

A. Component 1: Strengthening School-Based Management

14. The SBG Guideline has been finalized and endorsed by the Bank and MOES in December 2016. The adoption of this document is a GPEII legal covenant allowing the disbursement of SBGs from GPE II proceeds. The Village Education Development Committees (VEDC) and DESB staff participating in the nation-wide SBM trainings starting on May 29, 2017 will receive a copy of the guidelines and will be trained on the key principals of managing and reporting SBGs. Posters with the amounts and the schedule of the SBG tranches will be distributed to all trainees with instructions to place the posters in a visible public place. The posters also discourage the collection of unofficial school fees in observance of the new education law, which indicates that schools must not collect fees for compulsory education.

15. The project has selected a pool of 70 qualified SBM trainers through a series of training of trainers (TOT) sessions intended to identify, train and recruit the most qualified education sector officers for the delivery of the SBM training program. The success of the direct type of training adopted by the project depends upon the quality of the trainers. During the initial TOT session, it was found that not
all trainers understand very well the materials they are expected to present at the national trainings, hence the need for repeated TOT sessions until qualified trainers are found and recruited.

16. The SBM training starts on May 29, 2017. For the first week alone, the primary schools in 27 districts (out of 148 total) will be trained. Over 1,100 direct training sessions will be delivered by the end of August 2017 to all primary school principals, VEDC members and DESB staff in all 148 districts of Lao PDR. The schedule is compressed to offset the accrued delays and allow timely disbursement and use of the SBGs, which are conditioned on attendance of the training sessions. This activity is linked to disbursements of approximately US$1.7 million.

17. The issues related to the payments of travel costs (per diem, accommodation, transportation) to beneficiaries participating in project capacity building activities (the national SBM training included) has been resolved. The MOF Decree 2066 sets a minimum of 50 km of one-way travel distance as an eligibility criterion for payment of accommodation and subsistence per diem. In the context of the three-day trainings delivered under the GPEII, the trainees will be required to return to their home at the end of each of the three SBM training days, which may not be possible in mountainous districts or areas with suboptimal road infrastructure. On April 19, 2017, the MOES, MOF’s External Finance Department, and the mission team met and reached an agreement to adapt the government regulations of MOF Decree 2066 to the design of the capacity building programs supported by the two WB education operations. The possibility for a return trip after a full training day has been assessed by the DESBs, and based on that information, the two Bank operations will apply a differentiated approach to payments of subsistence and accommodation taking into account accessibility, distance, road infrastructure conditions, and the time required to cover the distances. The Project Implementation Manuals for both WB operations have been revised to include the adapted regulations agreed with MOF.

18. The completion of the SBM training will trigger the disbursement of the complementary SBGs from the GPE II proceeds. It is expected that by the end of July 2017, the SBGs from both the Government budget and the GPE II will reach the school bank accounts. Funds withdrawal authorization will be granted by MOES to the school when they meet the SBG conditions, namely attendance and successful completion of the SBM training, submission of required financial reports for the past academic year to DESB, and submission of a school development plan of quality and substance satisfactory to the DESB and MOES. The final day of the SBM training program is dedicated to hands on support for drafting school development plans. This process will be further assisted by DESB visits to schools where additional assistance is required to prepare school development plans. It is anticipated that this quality verification and approval process will be completed by the DESBs and MOES in September 2017, allowing withdrawals and use of the SBG by the start of the 2017/2018 academic year.

19. School bank accounts have been opened for 98 percent of the public primary schools eligible for SBG support under the project. The MOES, in collaboration with the PESS and the three main commercial banks have facilitated the schools along the process. However, the MOES’ Department of Finance has so far received consolidated soft files with the list of the school bank accounts from only 7 out of the 18 provinces in Lao PDR. The mission team and MOES agreed that all school bank accounts details should be consolidated and submitted to the Bank to facilitate disbursement verification checks by June 2017. It was also discussed and agreed that the same process should be followed for the kindergartens (also eligible for receiving SBGs from the GPE II proceeds) to ensure they have bank accounts opened by the time of the first disbursements in July 2017.
20. In a bid to optimize the flow of funds and reduce transaction costs for schools, the mission and the DOF agreed to take advantage of the pending scale-up of the Australian Aid-funded community banking intermediaries initiative, as well as the scale-up of the mobile banking pilot. This will remove the need for frequent travels by the school management to commercial bank branches for SBG withdrawals.

B. Component 2: Improving Learning Outcomes and Assessment Capacity

21. The completion of the selection procedure for the firm that will design and implement the reading pilot under Component 2 has been delayed by another six months. During the last implementation support mission, the agreed timeline envisioned award of the contract in December 2016/January 2017, but presently the project has not yet completed the contract negotiations phase. This will result in further slippage of the implementation schedule. Unfortunately, it is not possible to compress implementation, since the reading intervention needs to be aligned with the timeline of the academic year in Laos. Thus, the earliest possibility for actual implementation of the intervention in the classrooms would be the second term of the 2017/2018 academic year, or, more likely and educationally more appropriate, the beginning of 2018/2019 academic year. Therefore, between one and a half to two years of the originally planned three years of implementation are irrecoverably lost within the current project timeframe. The mission team and MOES discussed and agreed that it is critically important to complete the contract negotiations by no later than the end of June 2017, and agree with the firm that will be awarded the contract to revisit and compress as much as possible the implementation schedule of the activities preceding the actual start of the interventions in the classroom.

22. The remaining period still provides an opportunity for implementation, but precludes a proper evaluation of the pilot. Even if the TA had been selected on time to deliver the intervention from the start of the 2017/2018 academic years, this period would not have been aligned with the timeline of the new primary education curriculum supported by the Australian Government's Department of Foreign Affairs and Trade (DFAT). The new curriculum will come into force in 2018/2019 for Grade 1 and in 2019/2020 for Grade 2. Both Grades 1 and 2 are supposed to be covered by the project’s reading pilot. Ensuring a rigorous evaluation requires the evaluated interventions be implemented in the same environment, which cannot be achieved in the case of a fundamental shift like the introduction of a new curriculum amidst the evaluation process. The evaluation of the pilot is thus compromised under any of the possible scenarios within the existing timeframe. The only solution is extending the project closing date by 18 months to align the pilot with the new curriculum and recover the lost implementation time. Project extension is one of the restructuring parameters endorsed by the PSC on April 21, 2017. With an extended implementation timeframe, the GPE II early grade reading pilot will have to be refocused taking into account the DFAT-led teacher professional development reform and the curriculum rollout. Given the complementarity of the DFAT-financed program and GPE II, and the alignment of the GPE II reading pilot with the new curriculum framework, the MOES will have the opportunity to distil lessons about how best to scale teacher professional development activities to support the new curriculum.

C. Component 3: Project Management and Monitoring and Evaluation

23. The monitoring and evaluation of the GPE II has been revamped by embedding the newly developed World Bank tool Systems Approach for Better Education Results - Service Delivery (SABER SD) into the project’s monitoring framework. The SABER SD baseline survey was conducted in the period February to April 2017. Since the GPE II interventions have not been launched by the time the baseline data collection was completed, the information gathered represents “uncontaminated” baseline measurement and assessment of school based management implementation prior to project interventions. The baseline covers a national representative sample of 200 randomly selected primary schools, which will be surveyed again towards the end of the project to assess its impact on the ability
of schools to meet the key education quality standards indicators embedded in the PDO-level indicators. Presently the data is being cleaned and the relevant baselines in the results framework will be established as part of the planned project restructuring.

24. **Procurement**: There is a limited progress in procurement. The most important (and largest in terms of contract amount) selection – the TA for implementation of Component 2 – has suffered an additional six-month delay, accruing to a total 18 months. The mission acknowledges the complex TOR and the need to agree upon critical aspects of implementation before awarding a contract. The pursuit of quality and the strict adherence to the objectives of this TA has led to an excessively prolonged negotiations process, involving the withdrawal of the first ranked firm after failing to fully comply with the methodological requirements for the TA, and continuing the negotiations anew with the second ranked firm. The mission discussed and agreed with ECU to expedite the negotiations without compromising quality, with an objective set to finalize negotiations and award a contract by the end of June 2017.

25. **Financial management**: There is still room for improvement in the financial management of GPE II. The preparation of the annual operation plan and budget have been put on hold in anticipation of the project restructuring, but with the latter expected to be completed in the final quarter of 2017, the project needs to complete this outstanding task as a matter of priority. The disbursement is still low, given that all efforts have been focused on completing the required prerequisites for launching the key activities under the project. Current disbursement rate is at approximately 10.09 percent of the total allocation, slightly higher than the level registered during the previous regular implementation mission in December 2016.

26. **Social and Environmental Safeguards**: There were no major safeguard issues identified and the GPE II is assessed as compliant with the project safeguard instruments, namely Environmental Management Plan (EMP) and Ethnic Group Development Plan (EGDP).
Annex I. List of agreed actions

<table>
<thead>
<tr>
<th>#</th>
<th>Action</th>
<th>Responsible Entity</th>
<th>Deadline 2017</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Submit to the Bank a revised PIM incorporating the agreed rules for travel, subsistence and accommodation per diem for trainings under GPEII with an annex specifying the possibility for a return trip for all primary schools in Lao PDR</td>
<td>MOES</td>
<td>June 16, 2017</td>
</tr>
<tr>
<td>2</td>
<td>Submit to the Bank a consolidated training plan with dates for all training sessions, names of the school principals, VEDC and DESB invited to attend, and information on estimated travel, subsistence and accommodation per diem payments</td>
<td>MOES</td>
<td>June 20, 2017</td>
</tr>
<tr>
<td>3</td>
<td>Complete the national SBM training on time to allow withdrawal of SBGs by all compliant schools before the start of the 2017/18 academic year</td>
<td>MOES</td>
<td>August 31, 2017</td>
</tr>
<tr>
<td>4</td>
<td>Submit to the Bank a request for temporary increase of disbursement ceiling to allow disbursement of the SBGs amount for 2017 of US$2.8 million</td>
<td>MOES</td>
<td>June 16, 2017</td>
</tr>
<tr>
<td>5</td>
<td>Submit to the Bank the full bank account details of all public primary schools and kindergartens in Lao PDR to enable Bank’s verification of government disbursement of SBGs to the school bank accounts</td>
<td>MOES</td>
<td>June 16, 2017</td>
</tr>
<tr>
<td>6</td>
<td>Submit to the Bank a revised SBG Guideline allowing SBG transfers to school bank accounts in June of the current and subsequent project years, but restricting school bank account withdrawal of SBGs without full compliance with withdrawal conditions</td>
<td>MOES</td>
<td>June 20, 2017</td>
</tr>
<tr>
<td>7</td>
<td>Initiate consultations with the Community Banking Intermediaries to optimize withdrawal of SBGs for districts without established district bank branches</td>
<td>MOES</td>
<td>June 2017</td>
</tr>
<tr>
<td>8</td>
<td>Complete negotiations and award a contract for the TA to design and implement the early grade reading interventions</td>
<td>MOES</td>
<td>June 30, 2017</td>
</tr>
<tr>
<td>9</td>
<td>Improve coordination with IU's to ensure timely submission of withdrawal applications and liquidation of advances</td>
<td>MOES</td>
<td>Ongoing</td>
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<td>10</td>
<td>Complete the consultations process and submit a formal request for GPEII restructuring to the Bank</td>
<td>MOES</td>
<td>Q4 2017</td>
</tr>
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</table>
WHAT CHANGES AND WHY?

(i) Increase the number of GPE II priority districts from 80 to 88 in line with the latest available data on the indicators measuring educational disadvantage;

(ii) Increase the annual per capita amount of complementary SBG from the project to reflect the evidence on SBG effectiveness;

(iii) Extend the project closing date by 18 months to 31 December, 2020 to allow time for implementation and evaluation of the Early Grade Reading interventions

(iv) Introduce a stipend program into the GPE II impact evaluation design,

(v) Reallocate funds across components and disbursement categories to reflect the above changes, and

(vi) Improve the definition and measurement precision of the project’s results framework.
Changes to Component 1: Strengthening School-Based Management

Increasing the number of GPE II priority districts from 80 to 88. Historical average 2012-2016 of 8 indicators:

New indicators for measuring educational disadvantage:
(i) Gross enrollment rate (GER) for preprimary education;
(ii) GER for primary education;
(iii) GER for lower secondary education;
(iv) Survival rate to grade 5;
(v) Repetition rate in primary education;
(vi) Dropout rate in primary education
(vii) Gender parity index (GPI) for GER in primary education
(viii) Poverty Gap Index and Poverty Severity Index of the districts as defined in the 2015 Lao PDR poverty map of the Lao Statistical Bureau.

Changes to Component 1: Strengthening School-Based Management

Increasing of the GPE II complementary SBG from US $5.04 million to US$ 8.22 million

SBG during the period of 2017-2019 (original amounts in parenthesis)

<table>
<thead>
<tr>
<th></th>
<th>Priority 88 districts</th>
<th>60 districts</th>
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<td></td>
<td>Government</td>
<td>GPE II</td>
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<tr>
<td>Phase 1 (2016/17 and 2017/18)</td>
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<tr>
<td>Primary</td>
<td>70,000 (20,000)</td>
<td>30,000 (20,000)</td>
</tr>
<tr>
<td>Preprimary</td>
<td>50,000 (15,000)</td>
<td>50,000 (15,000)</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>50,000 (15,000)</td>
<td>15,000 (15,000)</td>
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<tr>
<td>Phase 2 (2018/19)</td>
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<tr>
<td>Primary</td>
<td>70,000 (20,000)</td>
<td>30,000 (20,000)</td>
</tr>
<tr>
<td>Preprimary</td>
<td>50,000 (15,000)</td>
<td>50,000 (15,000)</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>50,000 (15,000)</td>
<td>15,000 (15,000)</td>
</tr>
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</table>
Changes to Component 1: Strengthening School-Based Management

Introducing earmarked school grants (ESG) in the amount of US$1.16 million

This change is already approved by MoES as part of the SBG Guideline

Converting the originally planned operating grants for the DESB into earmarked school grants that would be used by schools for reimbursing the travel and per diem costs of DESB staff if and when they visit the schools to provide implementation support.

The ESG annual amount per school will be on average US$65, differentiated according to the distance and accessibility of the schools from the DESB offices (main factors determining travel and per diem costs according to government regulations).

The DESB officers in charge of the school visits will be the four DESB staff attending the national SBM trainings. With an average number of 60 public primary schools per district, it is estimated that the average visiting workload of a trained DESB staff will be 15 schools per academic year, which would allow DESB officers to fulfill their other duties as well.

Changes to Component 1: Strengthening School-Based Management

Increasing the share of SBG spent on teaching and learning aids and materials to 60 percent.

Originally, at least 40 percent of the school proceeds from SBGs were earmarked for purchase of teaching and learning materials and consumables for the classroom processes, intended to complement the government’s distribution of textbooks. The GPE II baseline survey’s preliminary findings confirm that the scarcity of learning materials is among the biggest constraints at school level. Therefore, the share of SBGs spent on teaching and learning materials is proposed to be increased to at least 60 percent to ensure greater impact of SBGs on teaching and learning.
Changes to Component 1: Strengthening School-Based Management

Changing the modality and duration of the national school based management (SBM) training:


The MoES has transformed the original 10 day cascade training into a flat type of a 3 day training focusing on topics of highest relevance for the GPE II project (school self-assessment, school block grants management, school development planning, and principles of school based management).

The resulting budget for the national capacity building programs have been reduced to about US$2.6 million. Based on direct assessment of the trainees’ knowledge and skills at the end of this initial 3 day training, the core trainers’ team would then provide well targeted follow up training with a of budget US$0.09 million only to those schools and district staff that showed lower scores in the end of training standardized assessment test.

Changes to Component 2: Improving Learning Outcomes and Assessment Capacity

Extending the GPE II closing date by 18 months to December 31, 2020

- Extension affects only Component 2, other Components follow the original timeline
- Need to align the reading intervention with the timeline of the new primary education curriculum (Grade 1 – 2018/19, Grade 2 – 2019/20)
- The selection of the TA has been delayed by 18 months, complex TOR and extensive contract negotiations
- Available implementation time without extension – 1 to 1 ½ academic years - impossible to make an impact evaluation over 1 academic year of program designed for 3 years
Changes to Component 2: Improving Learning Outcomes and Assessment Capacity

Introducing a means-tested stipend program with performance bonuses for Grade 1 and 2 students.

GPE II impact evaluation design will include the provision of stipends to ethnic students in grade 1 and 2 and community information meetings as additional treatments to test not only the impact of pedagogical training for delivery of curriculum on Lao language, but also the effect of stipends on school dropout and educational outcomes.

| Intervention arms of the GPE II Impact evaluation |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| Control (45 schools)            | New curriculum  | New curriculum  | N/A             | Yes             |
| Treatment 1 (45 schools)        | New curriculum  | New curriculum  | N/A             | Yes             |
| Treatment 2 (45 schools)        | GPE II Component 2 reading intervention (aligned with new curriculum framework) | New curriculum + GPE II Component 2 reading intervention | GPE II Component 2 reading intervention | Yes, if eligible |
| Treatment 3 (45 schools)        | GPE II Component 2 reading intervention (aligned with new curriculum framework) | New curriculum + GPE II Component 2 reading intervention | GPE II Component 2 reading intervention | Yes, if eligible |

Changes to Component 3: Project Management and Monitoring and Evaluation

Optimizing costs for project management related workshops.

The number and scope of the workshops related to project implementation are reduced to reflect the one year and a half equivalent of implementation delays, thus optimizing the cost under the component. Overall, the efficiency savings achieved are approximately US$0.8 million.

The key activities under the component are kept mostly unchanged, including the support for collection of sector wide indicators, monitoring and evaluation activities, data collection on service delivery standards indicators for a panel of representative schools and additional qualitative data collection.
### SUMMARY OF CHANGES

**GPE II Project Cost by Components, US$ million equivalents**

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<thead>
<tr>
<th>Project Components</th>
<th>Original</th>
<th>Revised</th>
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<tbody>
<tr>
<td>Strengthening School-Based Management</td>
<td>12.7</td>
<td>12.8</td>
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<tr>
<td>Improving Reading Outcomes and Assessment Capacity</td>
<td>2.5</td>
<td>3.2</td>
</tr>
<tr>
<td>Project Management and Monitoring and Evaluation</td>
<td>1.6</td>
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</tr>
<tr>
<td>Total</td>
<td>16.8</td>
<td>16.8</td>
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### SUMMARY OF CHANGES

**Reallocation across disbursement categories**

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<thead>
<tr>
<th>Category</th>
<th>Original</th>
<th>Revised</th>
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<tbody>
<tr>
<td>Goods, non-consulting services, consultants’ services, training and operating costs other than those financed under School Grants</td>
<td>11.76</td>
<td>7.42</td>
</tr>
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<td>School Grants</td>
<td>5.04</td>
<td>9.38</td>
</tr>
<tr>
<td>Total</td>
<td>16.8</td>
<td>16.8</td>
</tr>
</tbody>
</table>
SUMMARY OF CHANGES

Results framework indicators

PDO indicator:

Add “Primary education dropout rate”

Intermediate outcomes

Drop one and revise nine of the current intermediate outcome indicators:

1. Dropping the indicator “Disability related indicator piloted for inclusion in sector statistics”. This indicator reflects activities supported by the Early Childhood Education Project that are measured through its results framework, therefore it is proposed that this indicator is dropped from GPE II results framework.

Changing the measurement unit from “number” to “percentage” of the indicators measuring activities with the national coverage to safeguard against the changing total number of primary schools over time due to demographic trends and migration. End targets are set at 100 percent. The definition of schools is changed to clarify the GPE II project supports public primary schools. This change affects the following indicators:

- 2. Number Percentage of VEDCs in villages with public primary schools members receiving capacity building on SBM, disaggregated by gender
- 3. Number Percentage of public primary school principals and head of schools receiving capacity building on SBM, disaggregated by gender
- 4. Number Percentage of public primary schools receiving government block grants
- 5. Number Percentage of public primary schools receiving complementary GPE block grants
SUMMARY OF CHANGES

Results framework indicators

6. Increasing the number of priority districts from 80 to 88 in the indicator “Percentage of schools in 80–88 districts with SDPs meeting minimum quality

7. Adding an important capacity development aspect as a result of the financial management training for district education officers – the ability to work with the financial reporting system. This results in the following amendment of the indicator: “Number of district education officers trained in financial management and work with the Financial reporting System (FRS), disaggregated by gender

SUMMARY OF CHANGES

Results framework indicators

Increasing the end target for the number of schools receiving the early grade reading intervention from 80 to 90 to reflect the proposed new GPE II impact evaluation design, and related, increasing the target for the number of trained pedagogical advisor and school principals to reflect the increased coverage of the intervention. This change affects the following indicators:

8. Number of pedagogical advisors and school principals trained as a part of project interventions, disaggregated by gender (end target increased from 120 to 135)

9. Number of pilot schools provided with kit of instructional materials for Grades 1 and 2 (end target increased from 80 to 90)
10. Adjusting the end target for the indicator “Direct project beneficiaries (number) of which female (%)” from 1,200,000 (50%) to 1,000,000 (50%).

This indicator counts the new students coming into the system during the project implementation. The revised estimates for the end target are based latest EMIS data for 2015/2016. The project implementation period for the estimates covers 2017-2019 (years 2015/2016 is not included due to no project activities). Estimates are based on the following parameters: (i) 530,000 primary students (grade 1 to 5) and children aged 5 in preprimary groups in schools in Phase 1; (ii) 300,000 primary students (grade 1 to 5) and children aged 5 in preprimary groups in schools in Phase 2; (iii) Grade 1 new entrants 90,000 for 17/18 and 18/19 from Phase 1 districts; (iv) 590 DESB staff trained in 16/17; (v) 8500 school principal trained in SBM in 16/17; (vi) 17000 VEDC members trained in 16/17; (vii) 900 students receiving stipends in 17/18; (viii) 800 students receiving stipends in 18/19; and (ix) 360 teachers and 90 principals trained in the new pedagogical approach to reading in 17/18.