



## Lao PDR Global Partnership for Education III: Learning and Equity Acceleration Project (P173407)

EAST ASIA AND PACIFIC | Lao People's Democratic Republic | IBRD/IDA | Investment Project Financing (IPF) | FY 2021 | Seq No: 9 | Archived on 16-Dec-2024 | ISR02737

Implementing Agencies: Ministry of Education and Sports, Lao PDR

**1. OBJECTIVE****1.1 Development Objective**

Original Development Objective (Approved as part of Approval package on 18-Mar-2021)

To improve learning outcomes in primary grades in target districts and strengthen teacher and system performance in Lao PDR.

Has the Development Objective been changed since Board Approval of the Project Objective?

No

**2. COMPONENTS**

Name

Prepared and Motivated Learners:(Cost 11,970,000.00)

Prepared and Motivated Teachers:(Cost 13,250,000.00)

Effective Governance for Improving Teaching and Learning:(Cost 20,440,000.00)

**3. OVERALL RATINGS**

Name	Previous	Current
Progress towards achievement of PDO	● Moderately Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Moderate	● Moderate



#### 4. KEY ISSUES & STATUS

##### 4.1 Implementation Status and Key Decisions

The Lao PDR Global Partnership for Education III: Learning and Equity Acceleration Project continues to make progress towards achieving its project development objective, as evidenced by the advancements in implementation performance and the achievement of several intermediate results indicators. Disbursements have increased to 65 percent of total funds (US\$29.28 million), and significant milestones have been achieved including the first measurements of key outcome indicators since the project's inception. The project's ongoing progress in areas such as teacher deployment and school block grant implementation lays a strong foundation for improving teaching and learning outcomes.

However, progress in some areas, such as early childhood education enrollment and the measurement of learning outcomes, requires further acceleration. The project faces challenges in ensuring coherence among different school-based management and quality assurance initiatives, expanding teacher incentives and monitoring their impact, and strengthening project management capacity. To address the identified challenges and maintain the project's progress, the World Bank and the Government of Lao PDR have agreed on a set of critical actions. These include finalizing the school-based management framework, improving financial management and procurement processes, and enhancing the capacity of the Education Coordination Unit to support project implementation.

#### 5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 18 Mar 2021	Last Approved Rating ISR Seq. 08 - 12 Jun 2024	Proposed Rating
Political and Governance	● Substantial	● Substantial	● Substantial
Macroeconomic	● High	● High	● High
Sector Strategies and Policies	● Low	● Low	● Low
Technical Design of Project or Program	● Moderate	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Moderate	● Moderate	● Moderate
Fiduciary	● Substantial	● Substantial	● Substantial
Environment and Social	● Moderate	● Moderate	● Moderate
Stakeholders	● Moderate	● Moderate	● Moderate



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Overall

● Moderate

● Moderate

● Moderate

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**6. RESULTS**

**6.1 PDO Indicators by PDO Outcomes**

To improve learning outcomes in primary grades in target districts and strengthen teacher and system								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
PDO 1: Percentage of 3rd grade students in target districts who can read and comprehend a grade-appropriate paragraph (Percentage)	43.00	Jun/2020	43.00	28-Apr-2024	23.20	14-Nov-2024	48.00	Nov/2026
	Comments on achieving targets		3rd grade students can read and comprehend a narrative or informational text with accuracy, little effort, and at a sufficient rate. This indicator is not cumulative.					
PDO 1. A: non Lao-Tai speaking children in target districts who can read and comprehend a grade-appropriate paragraph (Percentage)	33.00	Jun/2020	33.00	28-Apr-2024	18.30	14-Nov-2024	40.00	Nov/2026
	Comments on achieving targets		3rd grade non Lao-Tai speaking students can read and comprehend a narrative or informational text with accuracy, little effort, and at a sufficient rate. This indicator is not cumulative. Non Lao-Tai speaking refers to children's whose caregivers don't speak LaoTai.					
PDO 1. B: Female students in target districts who can read and comprehend a grade-appropriate paragraph (Percentage)	46.00	Jun/2020	46.00	28-Apr-2024	25.40	14-Nov-2024	50.00	Nov/2026
	Comments on achieving targets		3rd grade female students can read and comprehend a narrative or informational text with accuracy, little effort, and at a sufficient rate. This indicator is not cumulative					



PDO 2: Percentage of 3rd grade students in target districts who can subtract at a grade-appropriate level (Percentage)	23.00	Jun/2020	23.00	28-Apr-2024	10.90	14-Nov-2024	28.00	Nov/2026
	Comments on achieving targets		3rd grade students can subtract 3 digit numbers with carryover. This indicator is not cumulative.					
PDO 2. A: 3rd grade non Lao-Tai speaking children in target districts who can subtract at a grade-appropriate level (Percentage)	13.00	Jun/2020	13.00	28-Apr-2024	7.50	14-Nov-2024	20.00	Nov/2026
	Comments on achieving targets		3rd grade non Lao-Tai speaking students can subtract 3 digit numbers with carryover. This indicator is not cumulative.					
PDO 2. B: 3rd grade female students in target districts who can subtract at a grade-appropriate level (Percentage)	26.00	Jun/2020	26.00	28-Apr-2024	11.30	14-Nov-2024	29.50	Nov/2026
	Comments on achieving targets		3rd grade female students can subtract 3 digit numbers with carryover. This indicator is not cumulative					
PDO 3: Percentage of children in target districts in primary grade 1 who participated in ECE (Percentage)	62.00	Apr/2020	66.18	28-Apr-2024	--	14-Nov-2024	77.00	Nov/2026
	Comments on achieving targets		Of those students who attended ECE what percentage attended primary school when they were 6 years of age. This is not a cumulative indicator. The actual data for this indicator was not yet available for this school year 2023/24. Data will be available before the end of the year based on the 'back to school' education statistical report. The data reported is the one from the previous school year (2022/23)					
PDO 3.A: Girls in target districts in primary grade 1 who participated in ECE (Percentage)	67.60	Apr/2020	66.91	28-Apr-2024	---	14-Nov-2024	78.00	Nov/2026
	Comments on achieving targets		Of those students who attended ECE what percentage attended primary school when they were 6 years of age.					



PDO 4: Average score received in COT by teachers in priority districts that are teaching the new Grade 1-3 mathematics and Lao language curriculum (Number)	3.28	Apr/2021	0.00	28-Apr-2024	2.89	14-Nov-2024	3.50	Nov/2026
	Comments on achieving targets		Percentage of mathematics and Lao Language grade 1-3 teachers with improved teaching practices as measured through an enhanced version of current classroom observation tools. In particular, the classroom observation tool has to ensure alignment to the teaching standards and international best practice. This is not a cumulative indicator.  This indicator only has a target at the end of the project (school year [SY] 2026/27). The project will try to measure an intermediate target in school year 2024/25.					
PDDO 4: Average score received in COT by teachers in priority districts that are teaching the new Grade 1-3 mathematics and Lao language curriculum (Percentage)	3.34	Apr/2021	0.00	28-Apr-2024	2.90	14-Nov-2024	3.55	Nov/2026
	Comments on achieving targets		Percentage of mathematics and Lao Language grade 1-3 female teachers with improved teaching practices as measured through an enhanced version of current classroom observation tools. In particular, the classroom observation tool has to ensure alignment to the teaching standards and international best practice. This is not a cumulative indicator.					
PDO 5: Number of districts that have 40 percent of government primary schools with enough teachers (Number)	1.00	Nov/2022	25	28-Apr-2024	29	14-Nov-2024	25.00	Nov/2026
	Comments on achieving targets		Methodology to compute enough number of teachers. First, calculate the total requirement of teachers in each public primary school based on the five criteria set by the Government. Second, calculate the balance between number of total requirements and number of existing teachers (government teachers; volunteer teachers are not counted). A result more than '0' means that the school needs additional teachers, and less than '0' means that the school has surplus teachers. A result that is close to '0' means that the school has enough teachers. Finally, using the information in the previous steps, the number of public primary schools with enough teachers at the district level over the total number of schools is counted. The following are the five set criteria: (a) incomplete primary and complete primary schools with the minimum number of students of 30 or below can recruit one to two teachers or pupil-teacher ratio of 15:1; (b) incomplete primary and complete primary schools with the minimum number of students of 31–65 can recruit two to three teachers or pupil-teacher ratio of 20:1; (c) incomplete primary and complete primary schools with the minimum number of studentsof					



		<p>66–110 can recruit three to four teachers (school principal included if they also teach) or pupil-teacher ratio of 25:1; (d) complete primary schools with the minimum number of students of 111–160 can recruit four to five teachers or pupil-teacher ratio of 30:1 (school principal not included but has to teach at least six hours per week); and (e) complete primary schools with the number of students of 161 and above can recruit at least five teachers or pupil-teacher ratio of 35:1 (school principal not included but has to teach at least six hours per week).  Remarks: (a) If the number of students in Grade 1 and Grade 2 is 42 or above, the can class can be split using the pupil-teacher ratio of 28:1; and if the number of students in Grade 3 to Grade 5 is 50 or above, the class can be split using the pupil-teacher ratio of 33:1.(b) The teachers of English and pedagogical advisers supporting or teaching in a school cluster must be allocated regular teaching hours in a particular school.(c) Upgrading incomplete primary schools into complete primary schools is not allowed if students can still travel to other nearby complete primary schools.(d) For the primary schools with a few numbers of students, teachers and students are required to be transferred to nearby schools; in the case of schools in urban areas, it is not allowed to organize multigrade teaching. (e) If the result of divisions contains the decimal number of 0.5 or above, round it to 1.</p>
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### 6.2 Intermediate Results Indicators by Components

Prepared and Motivated Learners								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
IR2: Number of new CCDG shelters with water and sanitation facilities constructed or rehabilitated with climate and disaster-	0.00	Jun/2020	172	27-Apr-2024	172	14-Nov-2024	172.00	Nov/2026
	Comments on achieving targets		Exceeds 2023/2024 Target – Actual 71/Target 70. Simple count of new CCDG shelters built with water and sanitation facilities or rehabilitated with climate resilient standards in target villages.					



resilient standards in target villages (Number)								
IR1: Percentage of children aged 3-5 enrolled in ECE programs in CCDG, MAT and RRP in target villages (Percentage)	24.00	Jun/2020	42.10	27-Apr-2024	--	14-Nov-2024	75.00	Nov/2026
	Comments on achieving targets		Measures the number of students enrolled as a percentage of total population at each point in time. It will be measured for all target villages. This indicator is not cumulative.  The target was exceeded in the last two school years, but information for this school year is not yet available.					
IR 1 A: Percentage of female students aged 3-5 enrolled in ECE programs in CCDG, MAT and RRP in target villages (Percentage)	24.00	Jun/2020	42.33	27-Apr-2024	--	14-Nov-2024	75.00	Nov/2026
	Comments on achieving targets		Measures the number of female students enrolled as a percentage of total population. It will be measured for all target villages.					
IR3: Number of teachers and caregivers receiving in-service training on ECE programs in CCDG, MAT, and RRP in target districts (Number)	0.00	Jun/2020	1,512	27-Apr-2024	1,512	14-Nov-2024	1,525.00	Nov/2026
	Comments on achieving targets		Measures the number of teachers and caregivers receiving in-service training on ECE programs in CCDG, MAT, and RRP in target districts.  <b>Exceeds 2023/2024 Target – Actual 1427/Target 1020.</b>					



IR4: Number of children aged 3 to 5 years receiving disability screening in new target districts (Number)	0.00	Jun/2020	2,215	24-Apr-2024	2,215	14-Nov-2024	1,800.00	Nov/2026
	Comments on achieving targets		Simple count of number of children screened.  <b>Exceeded 2023/2024 Target – Actual 703/Target 720</b>					
IR5: Percentage of targeted schools receiving the school meals program financing (Percentage)	0.00	Aug/2021	100.00	27-Apr-2024	100.00	14-Nov-2024	100.00	Dec/2026
IR6: Primary school dropout rate for targeted districts (Percentage)	4.20	Apr/2023	5.30	24-Apr-2024	--	14-Nov-2024	4.00	Dec/2026
	Comments on achieving targets		This IR will only be measured at the end of the school year 2023/24					
<b>Prepared and Motivated Teachers</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
IR7: Number of districts that are compliant with teacher allocation protocols (Text) PBC	1 out of 40 districts is compliant	Apr/2021	Existing Ministry decree to enhance the regulation for teacher allocation was revised and an incentive plan were informed	25-Apr-2024	Existing Ministry decree to enhance the regulation for teacher allocation was revised and an incentive plan were informed	14-Nov-2024	Up to 10 districts have 40 percent of government primary schools with enough teachers based on the set criteria.	May/2026
	Comments on		Target met. This is a combination of qualitative and quantitative targets. Targets: Year 2:					



	achieving targets		Revised the existing Ministry Decree to enhance the regulation for teacher allocation and introduce an incentive plan. Year 4: Up to 10 districts have 30 percent of government primary schools with enough teachers based on the set criteria.					
IR8: Percentage of teachers in priority districts that received updated training on the new curriculum in grade 1-3 (Percentage) (Percentage)	0.00	Jun/2020	80	25-Apr-2024	33	14-Nov-2024	100.00	Nov/2026
	Comments on achieving targets		Percentage of teachers in grade one to grade three that have been trained on the new language and mathematics curriculum. This indicator is not cumulative					
IR8. A: Percentage of female teachers in priority districts that received updated in-service training on the new curriculum in grade 1-3 (Percentage) (Percentage)	0.00	Jun/2020	80	26-Apr-2024	33	14-Nov-2024	100.00	Nov/2026
	Comments on achieving targets		Percentage of female teachers in grade 1 to grade 3 that have been trained on the new language and mathematics curriculum. This indicator is not cumulative					
IR 8. B: Non Lao-Tai speaking teachers in priority districts that received updated in-service professional development on the new curriculum using revised material (Percentage) (Percentage)	0.00	Jun/2020	80	26-Apr-2024	33	14-Nov-2024	80.00	Nov/2026
	Comments on achieving targets		Percentage of non Lao-Tai speaking teachers in grade 1 to grade 3 that have been trained on the new language and mathematics curriculum. This indicator is not cumulative					
IR 9: TTCs strengthened as professional development centers, as measured by	0.00	Jun/2020	0.00	26-Apr-2024	0.00	14-Nov-2024	8.00	Nov/2026
	Comments on achieving targets		Percentage of TTCs providing both pre- and in- service training for all levels of school education. This indicator is part of the ESSDP (indicator 22). Currently there is no baseline in the ESSDP. We					



minimum of two training modules delivered for capacity building of TTCs as professional development centers. (Number)			will update the baseline once this is updated on the ESSDP.					
			IR 9 will be measured in later years					
IR 10: Mathematics and Lao Language grade 1-3 teachers in priority districts showing improvement in rejecting gender bias and challenging gender stereotypes in the classroom (Percentage)	0.00	Apr/2021	Not applicable	26-Apr-2024	23.83	14-Nov-2024	40.00	Nov/2026
	Comments on achieving targets		Percentage of teachers in target districts showing improvement in rejecting gender bias and challenging gender stereotypes in the classroom. Measured by a high inference classroom observation tool. This indicator is not cumulative					
IR 11 (new) Average score received in the classroom observation tool by teachers in priority districts that received updated training on the new grade 1-3 mathematics and Lao language curriculum (Text) PBC	No	Apr/2021	Not applicable	26-Apr-2024	2.89	14-Nov-2024	3.5 average score	Dec/2025
	Comments on achieving targets		Year 1: (i) Strengthened existing classroom observation tools to become high inference tool aligned to teacher standards and international best practice and feedback protocol, (ii) Baseline report to measure whether teachers are teaching effectively the new curriculum, including details on the psychometric properties of the tool. Target Year 4: Additional 20% of teachers in grade 1 improve their effectiveness.  IR 11 will be measured in later years.					
<b>Effective Governance for Improving Teaching and Learning</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
IR 12: Public primary schools	0.00	Jun/2020	100.00	26-Apr-2024	100.00	14-Nov-2024	100.00	Nov/2026



in target districts receiving school block grants (Percentage)	Comments on achieving targets		Having received school block grant.					
IR 13: Public primary schools whose principals or heads in priority districts that have received capacity building on school based management under GPE III (Percentage)	0.00	Jun/2020	To be updated end of 2024	26-Apr-2024	Not available yet	14-Nov-2024	100.00	Nov/2026
	Comments on achieving targets		IR 13 will be measured in later years					
IR 14: Schools in target districts where the principal takes action based on VEDC/parent accountability (Percentage)	18.70	Jun/2020	100	26-Apr-2024	100	14-Nov-2024	23.00	Nov/2026
	Comments on achieving targets		<p>This citizen engagement indicator measures the percentage of schools where the school acts on concerns raised by parents/community.</p> <p>A protocol was agreed on how to collect data for this IR 14. This IR 14 should be measured in April/May 2024.</p>					
IR 15: Improved data quality, management, and utilization for monitoring and planning (Text) PBC	No baseline	Nov/2023	LES MIS Platform becomes operational, pulling together data from various databases, producing dashboards and providing access to the	26-Apr-2024	LES MIS Platform becomes operational, pulling together data from various databases, producing dashboards and providing access to the	14-Nov-2024	LES MIS Platform is being used to inform the Joint Sector Review Missions or Annual Sector Report.	May/2026



		platform for all stakeholders		platform for all stakeholders		
	Comments on achieving targets	<p>Year 1: LESMIS Platform becomes operational, pulling together data from various databases (at least three of the following: EMIS, TEMIS, PEMIS, TMIS, TVET-MIS, LUMIS), producing dashboards and providing access to the platform for all stakeholders.</p> <p>Year 3: LESMIS Platform is being used to inform the Joint Sector Review Missions or Annual Sector Report.</p> <p>Evidence of LESMIS informing the Joint Sector Review Missions will be measured by whether LESMIS data, dashboards or visualizations are used during the ESWG Technical Meetings of the Joint Sector Review Missions.</p> <p>Evidence of LESMIS informing the Annual Sector Report will be measured by whether LESMIS data, dashboards or visualizations are used in the Annual Sector Report.</p>				

### 6.3 Performance Based Conditions (PBC)

PBC Name		Baseline	Actual (Previous)		Actual (Current)		Closing Period
			Value	Date	Value	Date	
1:IR7: Number of districts that are compliant with teacher allocation protocols (Text)	Value		Revised the existing Ministry Decree to enhance the regulation for teacher allocation and introduce an incentive plan	29-Apr-2024	Revised the existing Ministry Decree to enhance the regulation for teacher allocation and introduce an incentive plan	14-Nov-2024	



	Allocated Amount				0.00		0.00
PBC allocation			1,500,000.00				
2:IR 15: Improved data quality, management, and utilization for monitoring and planning (Text)	Value		LESMIS platform becomes operational, pulling together data from various databases, producing dashboards and providing access to the platform for all stakeholders	29-Apr-2024	LESMIS platform becomes operational, pulling together data from various databases, producing dashboards and providing access to the platform for all stakeholders	14-Nov-2024	
	Allocated Amount				0.00		0.00
PBC allocation			1,250,000.00				
3:IR 11 (new) Average score received in the classroom observation tool by teachers in priority districts that received updated training on the new grade 1-3 mathematics and Lao language curriculum (Text)	Value		Not applicable	29-Apr-2024	Not applicable	29-Apr-2024	
	Allocated Amount				0.00		0.00



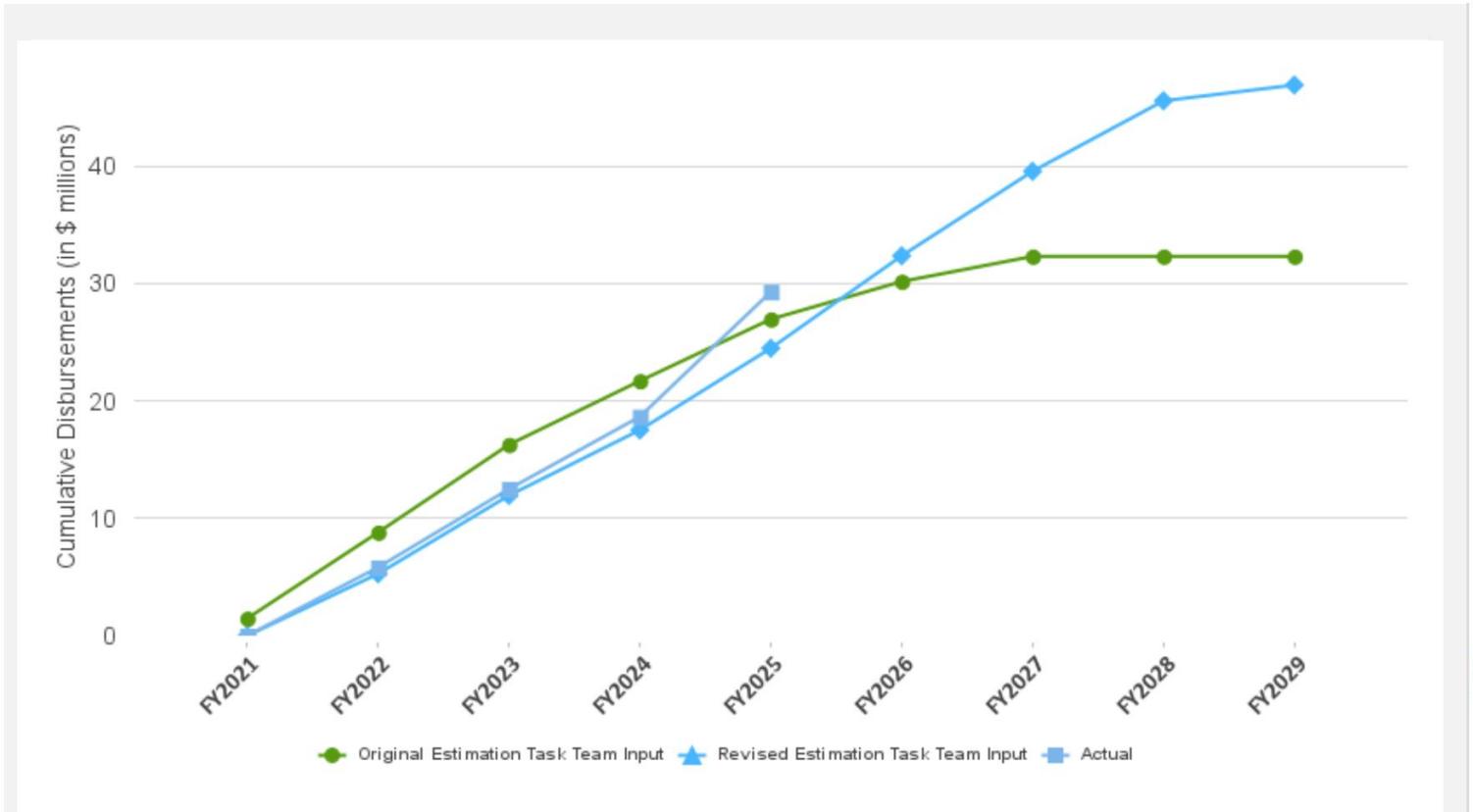
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PBC allocation	2,500,000.00
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## 7. DATA ON FINANCIAL PERFORMANCE

### 7.1 Cumulative Disbursements



### 7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed	Historical Disbursed
TF-B5180	Effective	16.90	16.90	0.00	12.63	4.27	<div style="width: 74.74%; background-color: #28a745;"></div> 74.74%	16.90
IDA-68540	Effective	30.00	27.46	0.00	16.65	11.21	<div style="width: 59.77%; background-color: #28a745;"></div> 59.77%	30.00

### 7.3 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-68540	Effective	18-Mar-2021	25-Jun-2021	30-Aug-2021	31-May-2026	31-May-2027



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TF-B5180      Effective      18-Mar-2021      25-Jun-2021      30-Aug-2021      31-May-2026      31-May-2027

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## 8. KEY DATES

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Key Events	Planned	Actual
Approval	18-Mar-2021	18-Mar-2021
Effectiveness	30-Aug-2021	30-Aug-2021
Mid-Term Review No. 01	28-Apr-2024	28-Apr-2024
Operation Closing/Cancellation	31-May-2027	

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## 9. RESTRUCTURING HISTORY

Restructuring Level 2 Approved on 01-Jun-2023

## 10. ASSOCIATED OPERATION(S)

There are no associated operations