

**MONITORING AND EVALUATION TOOLKIT
For M&E Network Members**

**Volume 2
Primary Education
(Version 2.0)**

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PREFACE

How to Use this Toolkit

This volume presents a set of data collection, analysis and reporting tools to monitor and evaluate the progress of the Lao PDR Education Sector. Written for the primary education level, it constitutes Volume 2 of a series of toolkits that also cover early childhood, nonformal, secondary, TVET and higher and education. The users of this toolkit are members of the M&E Network coordinated by the Department of Inspection of the Ministry of Education and Sports.

By definition, a toolkit is a collection of tools, each with its own special uses, advantages and disadvantages. The choice of tool to use will depend upon the situation and conditions of application. Good tools are useful, user-friendly, versatile and appropriate. For purposes of monitoring and evaluation, a tool is useful only if it efficiently captures the data required. It is user-friendly if it is uncomplicated and simple enough to be used by the school principal. It is versatile if it can fulfill more than one purpose. It is appropriate if it fits the conditions or circumstances within which it is being used.

This toolkit was prepared (and should be used) with two things in mind.

Firstly, the M&E tools contained herein are simplified versions. We recognize that M&E in the Lao education sector is a seasonal activity and that its practitioners are not fulltime M&E personnel. They perform primary duties and responsibilities other than M&E. Multi-tasking is the norm among officers and staff of the Lao PDR Ministry of Education and Sports. The school teacher, the school principal, the district officer, the provincial officer and the central officer all perform simultaneously occurring tasks often with simultaneous deadlines. Adding another layer of responsibility in the form of monitoring and evaluation may adversely factor into organizational efficiencies. Hence, this toolkit was conceived as a “light” version of conventional M&E tools. The tools are uncomplicated and the user should be able to perform his/her monitoring and evaluation responsibilities efficiently and effectively with the least amount of effort involved.

Secondly, these tools are flexible. They are not cut in stone. The user is encouraged to “tweak” them as the situation requires. Take note that this is merely Version 1 of the toolkit.

The toolkit is made up of seven sections. Chapter 1 gives the background, rationale and objectives. It identifies the toolkit’s user, members of the M&E Network, the composition of which is discussed in Chapter 2. Chapter 3 lays out the foundation of the Lao PDR education sector M&E initiative while Chapter 4 enumerates the output and outcome indicators that form part of the M&E system. Chapters 5, 6 and 7 present the monitoring and assessment tools, the evaluation tool and the reporting tools, respectively.

It is a product of collaborative work among core members of the M&E Network, staff of the Department of Inspection and DOI M&E technical advisers, past and present.

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CHAPTER 1. Introduction

A. Background

In 2011, the Ministry of Education and Sports (MoES) began implementing a plan that should take Lao PDR off the list of the world's least developed countries by 2020. This plan is called the Education Sector Development Plan (ESDP). It guides the design and implementation of development undertakings and policy reform for the entire education sector. Within the next five years, all educational development programs, projects and activities are to be situated under ESDP.

To ascertain if ESDP is meeting its targets, education sector stakeholders agreed on a Performance Assessment Framework (PAF) to monitor and evaluate the plan. These stakeholders include relevant Government ministries, nongovernment organizations and donor partners. A range of multilateral and bilateral donors including the World Bank, the Asian Development Bank, AusAID, JICA, UNICEF and UNESCO supports ESDP and has endorsed the PAF.

The PAF is operationalized by a Monitoring and Evaluation (M&E) System coordinated by the MoES Department of Inspection (DoI). The M&E System employs a results-based management approach. It has the following components:

1. an M&E Network;
2. an M&E Framework;
3. an Indicators System; and
4. a set of M&E tools contained in a series of sub-sector specific toolkits.

Each of these elements is discussed more extensively in the next chapters.

B. Rationale

Primary education is the foundation of education. Performance in primary education often determines success in basic education, technical-vocational education and training and higher education. Primary education occupies both a key and a critical position in the entire education sector. Nationwide, this subsector is currently made up of a total of 8927 primary schools, 6570 of which offer full primary education. Given its importance, its progress should be evaluated, its performance should be assessed, and the results of its ESDP interventions should be monitored to input into the policy and planning processes, respectively.

Monitoring and evaluation requires a set of tools and instruments. The toolkit series is a collection of such tools and instruments that would assist the members of the M&E Network to discharge their functions efficiently and effectively from the early childhood education to the higher education levels. This manual constitutes Volume 2 of the M&E Toolkit series and it covers primary education.

C. Objectives

After studying this toolkit, the user should be able to:

1. Identify who compose the members of the M&E Network;
2. Enumerate the tasks, responsibilities and competencies of the members of the M&E Network;
3. Discuss the framework of the M&E system;
4. Recall the output and outcome indicators of the M&E system;
5. Gather, analyze and track core indicator data using the monitoring and assessment tools;
6. Assess sector performance using the sector performance scorecard;
7. Utilize the evaluation tool for the primary education sector; and
8. Write M&E reports at their respective levels.

D. Users

The primary users of the Toolkit are members of the M&E Network. Secondary users include school principals and stakeholders of the education sector.

CHAPTER 2. The M&E Network

A. Membership

Two national policies mandated the establishment and composition of the Lao Education Sector M&E Network. These are Ministerial Decree 4353 signed on 23 November 2012 and Ministerial Decree 3411 signed on 23 August 2013.

The M&E Network is composed of central, provincial and district MoES staff members.

At the central level, the Network is made up of the M&E staff from the Department of Inspection and two representatives from each MoES implementing unit (IU). These IUs are:

1. The Cabinet
2. The Department of Planning (DoP)
3. The Department of Finance (DoF)
4. The Department of Pre-Primary and Primary Education (DPPE)
5. The Department of Secondary Education (DSE)
6. The Department of Technical Vocational Education and Training (DTVET)
7. The Department of Nonformal Education (DNFE)
8. The Department of Higher Education (DHE)
9. The Research Institute for Education and Science (RIES)
10. The Education and Sports Research Center (ESRC)
11. The Education Standards and Quality Assurance Center (ESQAC)
12. The Education and Statistics Center (ESC)
13. Information and Communication Technology Center (ICTC)

At the provincial level, the Network is made up of two provincial staff of the DoI. At the district level, two district inspectors are represented in the Network. Lao PDR is divided into 18 provinces and 145 districts. With two representatives from each of these as well as the IUs, the number of members of the M&E Network would total 375 including the assigned DoI staff.

B. Tasks, Duties and Responsibilities

The functions of the M&E Network include: the collection of monitoring data; the analysis of data at all levels; and the write-up of ESDP Annual and Quarterly M&E Reports. These tasks are guided by a procedural framework discussed in the next chapter.

In terms of reporting responsibilities, however, the Ministerial Decree outlines the following specific assignments:

1. The DoI reports the results of the annual Joint Sector Review Mission.

2. The DoP reports the results of monitoring the ESDP.
3. The DoF reports on results of research & budget allocations for the Education and Sports Sector.
4. The REIS reports on assessments of the effectiveness of the curriculum, student learning outcomes in basic education.
5. The ESRC reports on statistical data derived from analysis and research.
6. The ESQAC reports on the monitoring and evaluation of the technical implementation of the Education Quality Standards.
7. The Education and Sports Research Center reports on the results of research for education and sports development following the policy and strategy of the education and sports sector.
8. All other offices, divisions and departments of the Ministry will report on the monitoring and evaluation of their respective implementation strategies.

C. Competencies

In a series of workshops conducted from December 2013 to March 2014, the Department of Inspection and key representatives from other implementing units identified the knowledge and skills competencies of M&E Network members.

A member of the M&E Network should be knowledgeable with the following subjects:

1. ESDP
 - 1.1. Three Pillars (Access, Quality, Governance)
 - 1.2. Programs
 - 1.3. Eight Tools of PAF (focus on policy)
 - 1.4. Results Based Monitoring and Evaluation
 - 1.5. Results Based Planning
 - 1.6. Results Based Budgeting
2. Indicators
3. Education Quality Standards

Furthermore, he/she should possess the following skills:

1. Computer Literacy
 - 1.1. Use of lao.edu.info, email, Internet
 - 1.2. MS Word, MS Excel, PPT
2. Research Methodologies
 - 2.1. Data collection, cleaning and entry
 - 2.2. Data analysis and interpretation
 - 2.3. Statistics
 - 2.4. Report Writing
3. Language Skills (English)
4. Toolkit utilization

5. Documentation Skills

5.1. Photography

5.2. Videography

D. Network Configuration

Ministerial Decree 4353 that established the M&E Network did not prescribe a specific structure for the organization.

Technically, it is a network. Generally, a network is a structure made up of nodes and links. It is informal in nature and does not provide lines of authority. It is a flat organization. Responsibility and authority is distributed among the nodes.

Found below is the M&E Network configuration if it adopts an informal network structure.

INFORMAL NETWORK STRUCTURE

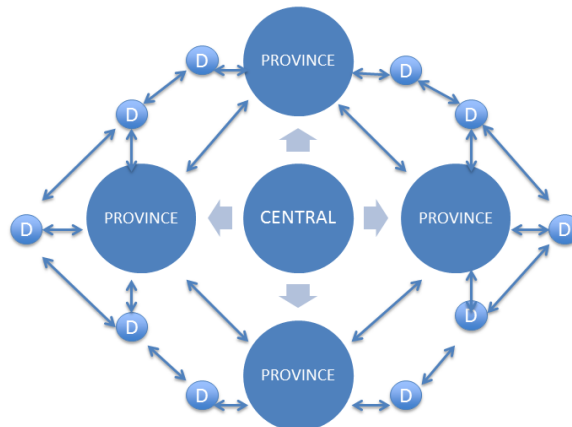


FIGURE 1. Informal Non-Hierarchical Network

However, in reality, the M&E Network functions like a hierarchical organization. Authority is still centralized at the national level with the DOI. Although the implementing units do not possess direct line authority, they are still considered to be near the top of the pyramid. The national level has authority over the provincial level and the district level. Similarly, the provincial level exercises authority over the district level.

The following organogram depicts the structural and functional relationships among the members of the M&E Network more accurately.

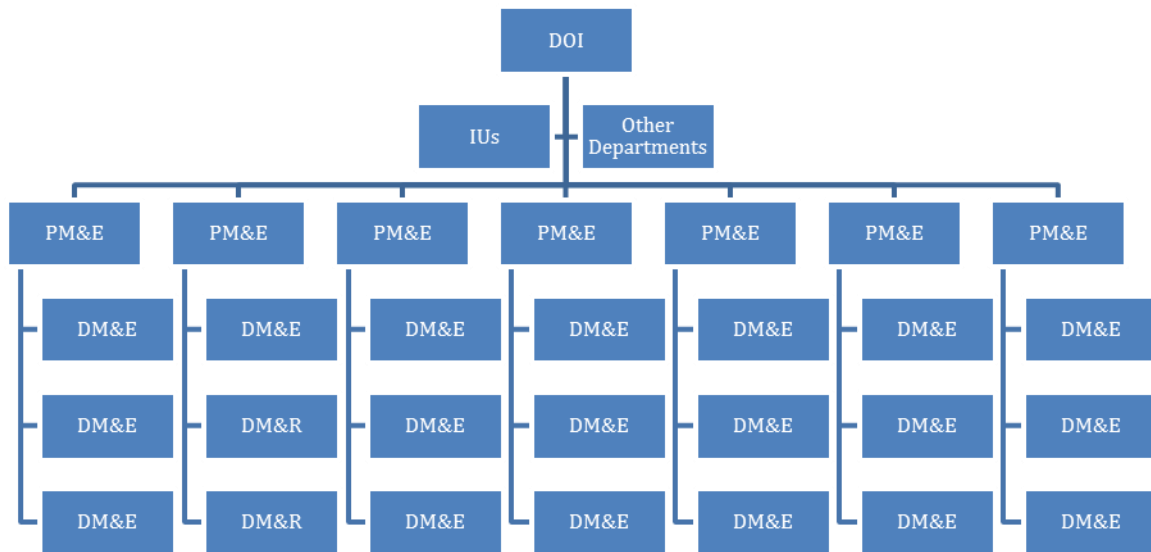


FIGURE 2. Formal Pyramidal Structure

CHAPTER 3. The M&E Framework

A. ESDP Theory of Change

The Education Sector Development Plan is based upon the assumption that the Lao education sector needs change.

This change must be managed. It must be planned by the Ministry. It must be targeted. It must adopt a strategy that involves a set of interventions. It must be measurable. Finally, it must follow a certain logic or a theory of change.

ESDP contributes to the goal of moving Lao PDR from *Least Developed Status* to industrialization and modernization by 2020. It submits that it can achieve this change through three strategies, which are called pillars:

1. Pillar 1 - expand equitable access
2. Pillar 2 - improve quality and relevance
3. Pillar 3 - strengthen planning and management and strengthen sector performance monitoring and inspection.

All education development projects are situated within these three pillars.

The following chart gives ESDP's pathway to change or results chain:

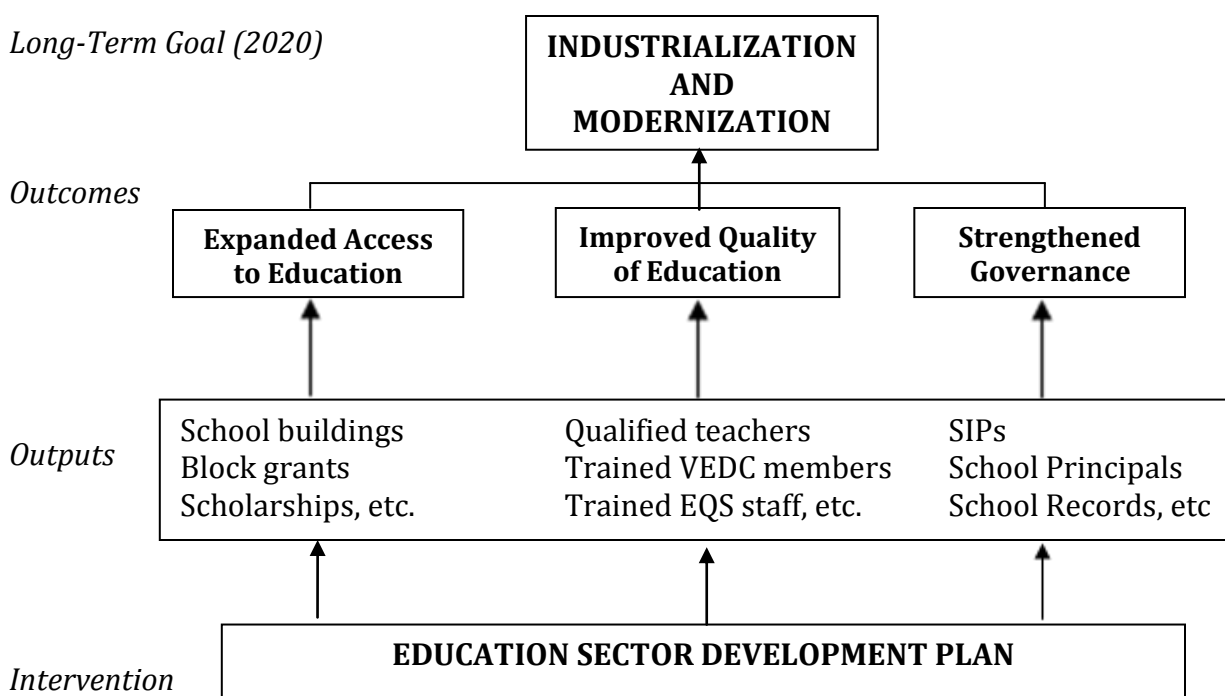


FIGURE 3. ESDP Pathway to Change

B. Performance Assessment Framework

Earlier, we described the ESDP Performance Assessment Framework or PAF as the mutually agreed framework for all stakeholders to measure progress of the plan. By definition, the PAF assesses the performance of the entire Lao education sector. It does so with a set of eight instruments that are used selectively to measure progress in areas of interest or concern. These eight instruments of PAF are:

1. An annual assessment process
2. An assignment of responsibilities
3. A sector reporting framework
4. A policy action matrix
5. A monitoring and evaluation matrix
6. A table of core sector indicators
7. A development partner profile matrix
8. A sector performance assessment

The ESDP M&E System draws upon these instruments and operationalizes them. However, we are using a phased approach at fully operationalizing these instruments in consideration of the absorptive capacity of the M&E Network.

In its current version, the M&E System has fully operationalized its monitoring and evaluation matrix and its table of core sector indicators. It has partially operationalized the annual assessment process, the assignment of responsibilities, the sector reporting framework, and the sector performance assessment. However, it has only minimally operationalized the policy action matrix and the development partner profile matrix. When fully operationalized the PAF should provide a collective, impact-level assessment of all investments made under the ESDP umbrella expressed in simplified reporting terms for all ESDP stakeholders.

The following table gives the current phase of operationalization for each of the PF instruments.

PAF INSTRUMENTS	Current Phase of Operationalization		
	FULL	PARTIAL	MINIMAL
An annual assessment process		√	
An assignment of responsibilities		√	
A sector reporting framework		√	
A policy action matrix			√
A monitoring and evaluation matrix	√		
A table of core sector indicators	√		
A development partner profile matrix			√
A sector performance assessment		√	

TABLE 1. Status of PAF Operationalization

C. Procedural Framework

Considering that the M&E Network is composed of 375 members from 15 central units, 18 provinces and 145 districts, operational procedures would encounter formidable logistical challenges. For these to work effectively, the procedural framework should be: resource efficient; sensitive to existing MoES organizational realities and dynamics; duplication averse; and network synergy generating.

In a workshop conducted in January, members of the M&E Network at the central level proposed a procedural framework that outlines member responsibilities at the central, provincial and district levels in terms of data collection, data analysis and report preparation. This matrix is found below:

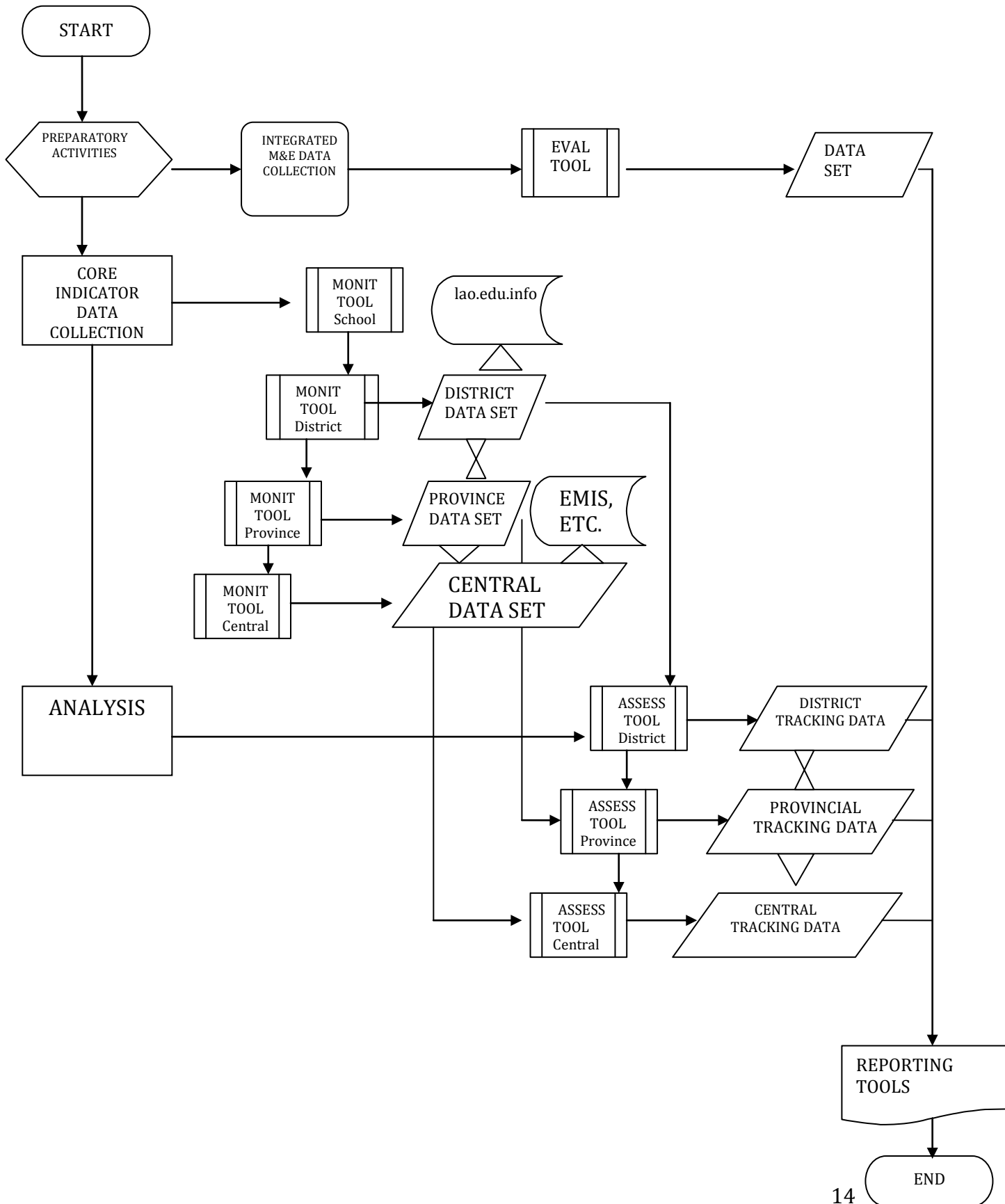
NETWORK LEVEL	DATA COLLECTION	DATA ANALYSIS	REPORT PREPARATION
Central	DOI will prepare tools Gather all information Maintain database (as part of the EMIS) Coordinate M&E activities and JSRM Summarize M&E work	Use tools to analyze key issues Compare information with concerned departments	Summarize reports for FG3 and 4
	DOF is in charge of M&E data on finance	Use appropriate analytical tools	Report as per decree
	DP is in charge of M&E data for planning	Use appropriate analytical tools	Report as per decree
	REIS is in charge of M&E data for ASLO and EGRA	ASLO and EGRA analysis	Report as per decree
	ESQAC is in charge of data on EQS	EQS analysis	Report as per decree
	ES Research Center	Analysis on areas that requires research	Report to FG4
Provincial	Data collection of secondary school Supervise data collection at district level Coordinate with other units in the PES Compile data from	Use descriptive stats for PES planning purposes Categorize data according to key indicators Identify targets achieved and failed Determine causes and	Prepare report for PES approval Submit all reports to DOI for certification Report should be twice a year.

	schools into Collect district level outcome data Submit data to DOI Validate data	solutions Coordinate with other concerned units on problems and solutions Submit analytical info to DOI	
District	Supervise data collection Support principal to do data collection Coordinate with other units in the DEB Compile data from schools into Collect district level outcome data Submit data to PES Validate data	Use descriptive stats for DEB planning purposes Collect school info Track key indicators Submit analytical info to PES Identify targets achieved and failed Determine causes and solutions Coordinate with other concerned units on problems and solutions	Prepare report for DEB approval Submit all reports to PES for certification Report should be twice a year.
School	Training on use of tools Accomplish tools 1&2 Record keeping Accomplish EMIS form 16 areas of concern/tasks	Interpretation of school level data: enrollment and promotion Compare to targets Find causes Find solutions Action on solutions	Write school level M&E Report Input M&E findings to school plan Send results to DEB

TABLE 2. M&E Network Procedural Framework

The procedural framework provides a general delineation of responsibilities among the members of the M&E Network based on Ministerial Decrees 4253 Series of 2012 and 3411 Series of 2013. A flowchart that traces the data collection, analyses and write-up tasks at the central, provincial and district levels has been included in this section. Although at this point, the tools have not yet been discussed, they form part of the flowchart to illustrate when they will actually be employed in the process. These tools will be discussed extensively from Chapters 5 to 7.

FIGURE 4. M&E Procedural Flowchart



CHAPTER 4. The M&E Indicator System

A. Introduction to Indicators

As members of the M&E Network, we study change. We analyze how ESDP is changing the Lao education sector.

How do we detect change?

We detect change through outcomes of our interventions. Outcomes are conditions that result from our outputs. Outputs are goods, products or services generated by our projects under ESDP.

How do we measure outcomes and outputs?

We measure outcomes and outputs by quantifying these. We quantify these through indicators.

Since outcomes are conditions, outcome indicators are expressed in rates, ratios or percentages. Since outputs are tangible goods, products or services, output indicators are expressed in numbers.

What makes a good indicator?

Good indicators are measurable and comparable. They are made up of available data and, thus, can be collected. They should represent the outcome or the output concerned. They are not redundant or repetitive. Most of all, good indicators can be attributed to the intervention. We can be sure that it is caused by ESDP.

B. PAF's Table of Key Sector Indicators

One of the instruments provided by the Performance Assessment Framework is a table of key sector indicators. Table G in the PAF document, it gives a comprehensive list of output and outcome indicators classified under each pillar of ESDP.

Table G, in its complete form covering all education sub-sectors, is found below.

TABLE 3. KEY SECTOR INDICATORS

Code	Sub-Sector Indicator	Baseline	Annual Performance Targets	Comment
<i>Code ref¹</i>	<i>Core sub-sector indicators to be maintained as EMIS output</i>	<i>The official start of the ESDF. [To be completed by STEIC]</i>	<i>To be set from the government annual SOP. Columns to be added by year</i>	<i>Assessor evaluation of annual performance against the target</i>
ece	Early Childhood Education and Care			
ece1	Number of pre-primary schools as a percent of primary schools			
ece2	NER of 3-4 year olds in kindergarten			
ece3	NER of 5 year olds in pre-primary			
ece4	Number of in-service programs delivered			
ece5	Student unit cost			
pe	Primary Education			
pe1	Intake rate for grade 1			
pe2	Percent of children never attending school			
pe3	Survival rate to Grade 3			
pe4	Survival rate to Grade 5			
pe5	Repetition rate for Grade 1			
pe6	Percent of schools with 1 teacher and percent of over-staffed schools (PTR less than 15:1)			
pe7	Variance of pupil to teacher ratios at different levels – percent of schools with ratio less than 15:1 and percent of schools with ratio greater than 70:1			
pe8	Percent of new teacher trainees who are from remote areas and are of ethnic background			
pe9	Percent of qualified teachers			
pe10	Average number ² of instructional hours for pupils			
pe11	Number of in-service programs for content upgrading delivered			
pe12	Number of in-service programs for pedagogy delivered			
pe13	Number of in-service programs for multigrade pedagogy delivered			
pe14	Percent of schools with feeding programs			
pe15	Percent of students receiving a scholarship			
pe16	Percent of schools meeting minimum standards to be called “child friendly”			

¹

² Actual rather than mandated therefore teacher absenteeism must be noted.

Code	Sub-Sector Indicator	Baseline	Annual Performance Targets	Comment
pe17	Percent of grade 5 students reaching level 6 competency in ASLO for Lao language			
pe18	Percent of grade 5 students reaching level 6 competency in ASLO for Mathematics			
pe19	Percent of grade 5 students reaching level 3 competency in ASLO for Lao language			
pe20	Percent of grade 5 students reaching level 3 competency in ASLO for Mathematics			
pe21	Student unit cost			
lse	Lower Secondary Education			
lse1	Transition rate from primary to lower secondary			
lse2	Net enrolment rate			
lse3	Percent of students receiving a scholarship			
lse4	Percent of schools with pupil to teacher ratio of greater than 60:1			
lse5	Percent of qualified lower secondary teachers (excluding qualified primary teachers who have received additional in-service			
lse6	Number of in-service programs for content upgrading delivered			
lse7	Number of in-service programs for pedagogy delivered			
lse8	Percent of grade 8 students reaching level 6 competency in ASLO for Lao language ³			
lse9	Percent of grade 8 students reaching level 6 competency in ASLO for Mathematics			
lse10	Percent of grade 8 students reaching level 3 competency in ASLO for Lao language			
lse11	Percent of grade 8 students reaching level 3 competency in ASLO for Mathematics			
lse12	Percent of schools with library meeting minimum standard			
lse13	Percent of schools with at least one functioning science laboratory			
lse14	Student unit cost			
use	Upper Secondary Education			
use1	Transition rate from lower to upper secondary			
use2	Net enrolment rate			
use3	Percent of students receiving a scholarship			
use4	Percent of schools with pupil to teacher ratio of greater than 60:1			

³ ASLO is yet to be developed for grades 8 and 11 but is in process.

Code	Sub-Sector Indicator	Baseline	Annual Performance Targets	Comment
use5	Percent of qualified upper secondary teachers (excluding qualified primary teachers who have received additional in-service			
use6	Number of in-service programs for content upgrading delivered			
use7	Number of in-service programs for pedagogy delivered			
use8	Percent of schools with library meeting minimum standard			
use9	Percent of schools with at least one functioning science laboratory			
use10	Percent of grade 11 students reaching level 6 competency in ASLO for Lao language ⁴			
use11	Percent of grade 11 students reaching level 6 competency in ASLO for Mathematics			
use12	Percent of grade 11 students reaching level 3 competency in ASLO for Lao language			
use13	Percent of grade 11 students reaching level 3 competency in ASLO for Mathematics			
use14	Graduation rate from grade 11			
use15	Student unit cost.			
nfe	Non-formal Education			
nfe1	Youth literacy rate (15-24 years			
nfe2	Adult literacy rate (15+ years)			
nfe3	Number of graduates from primary equivalence programs			
nfe4	Number of graduates from lower secondary equivalence programs			
nfe5	Number of training programs delivered to villages without access to a primary school			
nfe	Technical and Vocational Education and Training			
tv1	Number of students per 100,000 inhabitants			
tv2	Number of institutions and programs			
tv3	Percent of programs which involve private sector as trainers			
tv4	Percent of trainers who have a degree (Bachelor/ post-graduate)			
tv5	Percent of vocational/technical teachers who have worked in the relevant private sector for more than 3 years			
tv6	Number of in-service programs for content upgrading delivered			
tv7	Number of in-service programs for pedagogy delivered			
tv8	Student unit cost			
tt	Teacher Training			

⁴ ASLO is yet to be developed for grades 8 and 11 but is in process.

Code	Sub-Sector Indicator	Baseline	Annual Performance Targets	Comment
tt1	Percent of enrolments by level (early childhood, primary, lower secondary, upper secondary)			
tt2	Percent of enrolments by qualification level (5+4, 8+3, 11+1, 11+3,)			
tt3	Percent of enrolments in special courses (as proportion of total enrolments of teacher training and special courses)			
tt4	Percent of teacher trainers who have taught as a teacher for more than 3 years			
tt5	Percent of teacher trainers who have Masters (or higher) qualification			
tt6	Number of in-service programs for lecturers for content upgrading delivered			
tt7	Number of in-service programs for lecturers for pedagogy delivered			
tt8	Percent of teacher training graduates who take up a teaching position in first year after graduation			
tt9	Student unit cost			
he	Higher Education			
he1	Number of students per 100,000 inhabitants			
he2	Number of institutions and faculties			
he3	Percent of post-graduate and specialist ⁵ programs that are offered at more than one institution,			
he4	Percentage of students by level (Bachelor Post-graduate coursework Postgraduate research)			
he5	Enrolments by field of study (Education, Humanities, Law and Social Sciences, Natural Sciences and Medical Sciences)			
he6	Completion rates by faculty, subject, gender			
he7	Average time taken for completion by faculty, subject, gender			
he8	Percent of academic staff who have Masters qualification			
he9	Percent of academic staff who have a PhD			
he10	Student unit cost			
am	Administration and Management			
am1	Teacher salary levels as a percent of per capita GDP			
am2	Percent of GOL expenditure to education as percent of GDP			
am3	Share of GOL expenditure to education as percent of total public expenditure			
am4	Proportion of recurrent to total expenditure for education			

⁵ High-cost courses such as medicine, dentistry, engineering, law

Code	Sub-Sector Indicator	Baseline	Annual Performance Targets	Comment
am5	Proportion of recurrent budget to wages bill			
am6	Proportion of education expenditure (investment and recurrent) by sub-sector			
am7	Percent of provinces who submit complete and correct MIS data to STEIC			
am8	Gender parity index by sub-sector for students, administrators and teachers/trainers			
am9	Percent of administrators by all levels who are from ethnic groups ⁶			
am10	Number of students receiving out-of-country scholarships for Bachelor study			
am11	Number of students receiving out-of-country scholarships for post-graduate study			
am12	Number of MOE staff receiving out-of-country scholarships for post-graduate study			
am13	Percent of schools with teachers trained in inclusive education approaches			
am14	Percent of Districts where DEB staff have been trained in HIV/AIDS education strategies			
am15	Amount of formal and informal payments from families for “free basic education”			
am16	Percent of districts receiving subsidies through block grants to district and/or schools (all levels)			
am17	Tracking survey of graduates for post-primary sub-sectors			
am18	Balance between supply and demand for labour market for post-basic sub-sectors			
am19	Percent of schools with sufficient textbooks and teaching aids that meet a pre-defined minimum standard			
am20	Percent of PES who submit annual plans and reports that are in accordance with ESDF priority policies			

⁶ Ethnic groups other than Lao.

C. Core Indicators

The list of output and outcome indicators found in Table G is comprehensive and complete. However, its number is quite intimidating. Collecting and analyzing data thus pose a huge challenge to the M&E Network. Other donor funded educational development undertakings such as JICA's Community Initiative for Education Development Project 2 adopt a minimum set of indicators to be used for planning at the school level using block grants. These are:

1. Access Indicators
 - 1.1. Net enrollment rate of 5 years old
 - 1.2. Net intake rate of Primary Education (6 yrs)
 - 1.3. Net enrollment rate of primary education (6-10yrs)
2. Quality Indicators
 - 2.1. Repetition Rate
 - 2.2. Drop Out Rate
 - 2.3. Survival Rate

Compared with the list found in Table 3 (or Table G of the PAF), this would make the job of the M&E officer a lot simpler. However, it may not adequately capture the breadth and depth of ESDP interventions.

From December 2013 to March 2014, the M&E Network revisited the list of indicators found in Table G with the view of streamlining it to a manageable size. They focused on indicators relevant to primary education only.

The following Guide Questions were used to identify the indicators to be retained:

- Is the output/outcome represented by the indicator attributable to ESDP?
- Is the indicator measurable?
- Is the indicator available to the school principal? In EMIS? In laoeduinfo?
- Does it represent the output or outcome?
- Does it duplicate another indicator?

The resulting list is what we now refer to as core indicators for primary education. It consists of 14 outcome indicators and 49 output indicators. A table of core indicators for primary education is found below classified as outcome or output under the three pillars of ESDP. Columns on data sources and levels have been included for data collection purposes. The source "M&E Network" indicates that the data is primary and will be collected by an M&E Network member.

TABLE 4. CORE INDICATORS FOR PRIMARY EDUCATION

OUTCOME INDICATORS	Data Collection	
Equity and Expansion of Access Outcome	Sources	Level
1. Net Enrolment Ratio	EMIS	District
2. Gross Enrolment Rate	EMIS	District
3. Intake Rate for Grade 1	EMIS	District
4. Gross Intake Rate	EMIS	District
Quality, Relevance and Efficiency Outcome		
5. Survival Rate	EMIS	District
6. Dropout Rate	EMIS	District
7. Repetition Rate	EMIS	District
8. Promotion Rate	EMIS	District
9. Teacher-Student Ratio	EMIS	District
10. Textbook-Student Ratio	EMIS	Central
11. EQS Compliance Rate	SQAC	Central
Resources Utilization Outcome		
12. GDP Percentage of Government Expenditure on Primary Education	DOP	Central
13. Total Government Expenditure on Primary Education	DOP	Central
14. Per Capita Recurrent Expenditure	DOP	Central
OUTPUT INDICATORS	Data Collection	
Equity and Expansion of Access Outputs Number of...	Sources	Level
1. Classroom buildings constructed	EMIS	District
2. Old buildings renovated	M&E Network	School
3. Furniture packages distributed	EMIS	District
4. Schools with water supply	EMIS	District
5. Schools with latrines	EMIS	District
6. Block grants provided	M&E Network	School
7. Community grants provided	M&E Network	School
8. Scholarship grantees	M&E Network	School
9. Schools with feeding programs	M&E Network	School
10. Schools with free meals	M&E Network	School
11. Library packages distributed	EMIS	District
12. Disability study reports submitted	M&E Network	Central
13. Disability interventions done	M&E Network	Central
14. Multigrade teaching classes	M&E Network	School
15. Schools offering full primary	EMIS	District
Quality, Relevance and Efficiency Outputs Number of...		
16. VEDC members trained	M&E Network	School
17. PRESET Qualified teachers	M&E Network	School

18. Vacancies in teaching items	M&E Network	School
19. ASLO Reports completed	RIES	Central
20. EGRA Textbooks completed	RIES	Central
21. EGRA Trainees	RIES	Central
22. EGRA G3 Reports	RIES	Central
23. Special needs trained teachers	M&E Network	School
24. Qualified school principals	EMIS	Central
25. EQS trained principals	M&E Network	School
26. EQS Trained staff	SQAC	Central
27. EQS Assessed schools	SQAC	Central
28. Multigrade teachers trained	M&E Network	School
29. Training materials packages provided	M&E Network	School
30. Teacher training facilities upgraded	DTI	Central
31. Qualified teacher trainers	DTI	Central
32. Deployed TTC teachers	EMIS	Central
33. TTCs assessed	DTI	Central
34. Textbook distributed	EMIS	Central
35. Teaching guides distributed	REIS	Central
36. Standard packages distributed	M&E Network	School
37. Sports facilities constructed	M&E Network	School
38. Sports equipment distributed	M&E Network	School
39. Sports teachers trained	M&E Network	School
40. First aid kits distributed	M&E Network	School
41. Health checks conducted	M&E Network	School
Resource Utilization Outcomes Number of...		
42. School principals trained on RB planning	M&E Network	Central
43. Schools with School Investment Plans	M&E Network	School
44. School principals trained on RB budgeting	M&E Network	Central
45. School principals trained on financial mgt	M&E Network	Central
46. Schools maintaining proper financial records	M&E Network	School
47. School principals trained on data collection	M&E Network	School
48. School principals trained on M&E	M&E Network	School
49. Schools with RB monitoring plan	M&E Network	School

CHAPTER 5. Monitoring and Assessment Tools

Monitoring and evaluation has always been part and parcel of development assistance projects in the past. Furthermore, it has gained more prominence when the Millennium Development Goals were introduced in 2000. M&E would provide the platform where we determine whether the MDGs are being met or not. Since then M&E has been an indispensable element in the development project cycle.

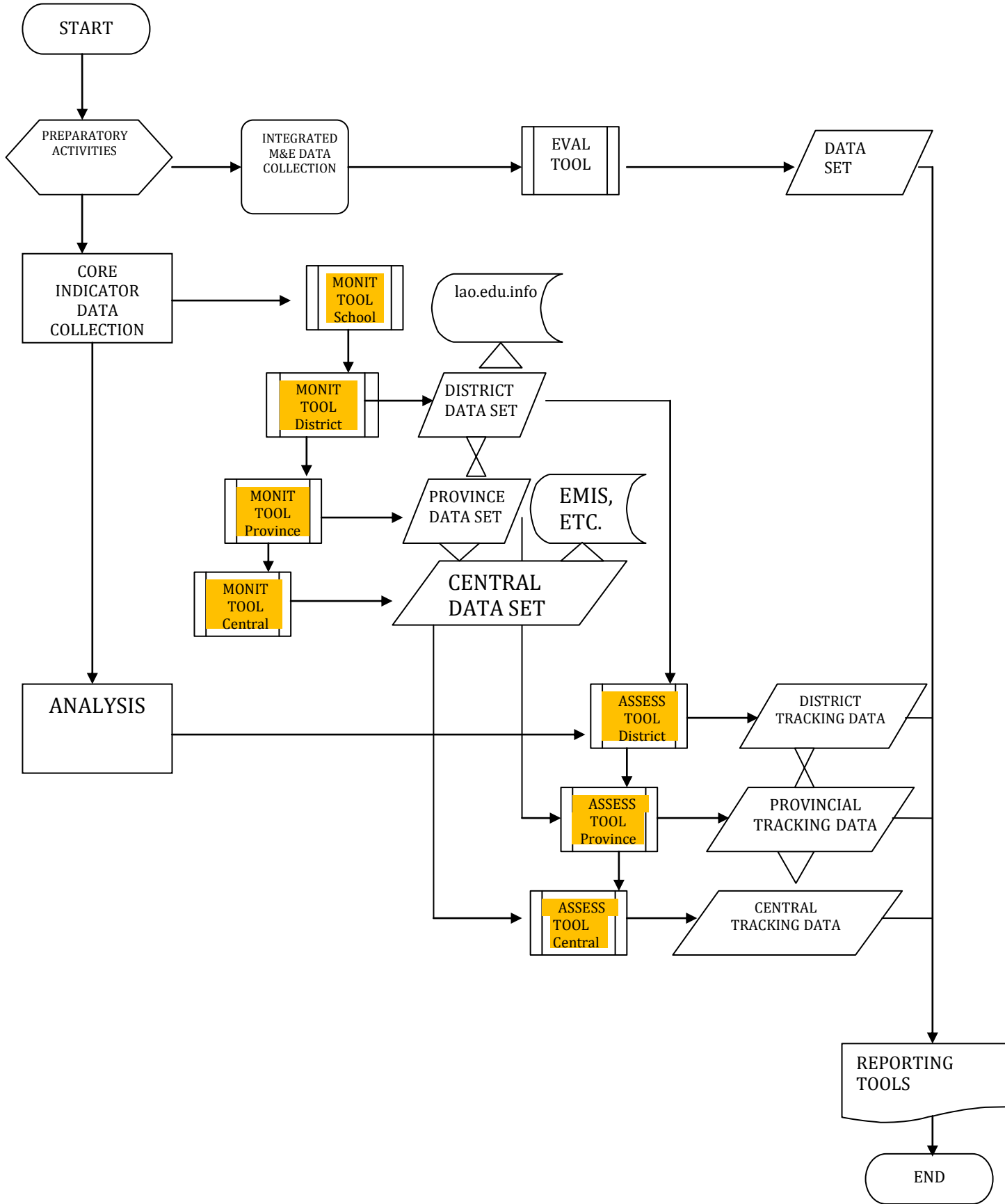
However, since 2000, the M&E experience in most sectors, in many countries has not been very encouraging. Many of the challenges relates to the capacity of national agencies to implement monitoring and evaluation systems, which were requirements for funding approval. The quantity and quality of M&E data collected were poor. Somehow, rigorously designed M&E systems cannot take off. Studies conducted in Bhutan, VietNam, Fiji and Nepal (Flor, 2005 to 2011) found that: the more complicated the design for primary data collection, the less likely we get accurate data; and the more cumbersome and detailed the methods, the less likely we get representative data. And as we know, data accuracy and representativeness are essential in M&E. Otherwise the data gathered will not lead to any sound or credible conclusion. As they say, "Garbage in, garbage out."

The M&E situation for the Lao education sector has been experiencing the same difficulties. Considering the lessons learned from other countries, the solution is to simplify.

Why Simplify?

We simplify to make others understand and appreciate monitoring and evaluation better. We simplify to engage stakeholders and to create synergies within the M&E network. We simplify to make things easier to do given existing realities and dynamics. We simplify to avoid duplication. Lastly, we simplify to save time and resources considering that M&E is not the fulltime job of the M&E network member.

The tools found in this toolkit beginning with DoI's monitoring and assessment tools were crafted with this primary consideration in mind.



A. Introduction to DOI's Monitoring and Assessment Tools

In November 2013, a set of tools were developed to address the need for national sectoral baseline data collection of national primary education data for planning purposes. It consists of eight (8) tools: four (4) for data collection, three (3) for analysis and one (1) for performance assessment at the school, district, provincial and national levels for the primary education sub-sector.

In the spirit of simplicity, one tool, the Education Sector Performance Assessment Tool, which will be presented last in this chapter, is in scorecard format.

The remaining seven tools (shaded orange in the flowchart given in the previous page) are in Excel format. Except for the village level tool, they will be utilized and populated electronically, not requiring hard copies to be administered or accomplished. These seven tools focus on the ESDP Core Indicators found in Table G of the PAF. Data gathered will be used in benchmarking or establishing baseline values, monitoring results and tracking trends. They are employed primarily for planning, setting and monitoring annual targets as well as progress tracking purposes.

DOI's monitoring and assessment tools clearly shows M&E's link to planning. The design and development of DOI's monitoring and assessment tools were guided by the results-based management process, which consists of: results-based planning (RBP); results-based budgeting (RBB); results-based staffing (RBS); results-based implementation (RBI); and results-based M&E (RBME), which then inputs into results-based planning beginning another round of the cycle. As a matter of fact, RBP begins with the baseline, which is part of RBME.

B. School Level Core Indicator Data Collection Tool

The School Level Core Indicator Data Collection Tool is the basic instrument for gathering primary data. It is to be accomplished by the School Principal.

The first section of the tool carries details of the school, the school principal and the data collection timeframe. Afterwhich, the tool is divided into three columns. The first column gives the PAF code relevant to the indicator. The second column lists the core outcome and output indicators per ESDP pillar. The last column, to be filled up by the school principal, gives the observed value of the indicator for the relevant monitoring period or school year.

The School Principal will not gather outcome indicator data. Although the outcome indicators are included in the second column, the third column for these items is blacked out. Gathering secondary outcome indicator data will be the responsibility of the district M&E officer. He collects all the accomplished tools from the school principals.

CORE INDICATOR DATA COLLECTION TOOL**1. SCHOOL LEVEL**

School Year:: _____

Province name & ID Code: _____

District Name & ID Code: _____

School Name & ID Code: _____

Name & Surname of respondent: _____

Job Position: _____

Responsibilities: _____

Date: _____

Remarks: Only write or enter data into the clear boxes. Do not mark the blacked out boxes.

No.	Indicator	Value
I	Pillar 1. Equity and expansion of access	
	Outcomes: Enrolment trend (%) increased with equity	
pe1	Net Enrollment Ratio	
pe2	Net Intake ratio in Primary education	
pe3	Gross enrollment ratio	
pe4	Gross admission ratio	
pe5	Percentage of new entrants in grade 1 of primary education with pre-school experience	
	Output Indicators	
1	Number of classrooms	
2	Number of buildings to be renovate	
3	Number of furniture packages (chair, table, bench...)	
4	School has water supply (Has = 1, Does not have = 0)	
5	School has latrines (Has = 1, Does not have = 0)	
6	Number of scholarship grantees	
7	School has feeding program (Has = 1, Does not have = 0)	
8	School has free meals (Has = 1, Does not have = 0)	
9	School has Reading room (Has = 1, Does not have = 0)	
10	Number of multigrade teaching classes	
11	School offers full primary (Yes =1, No = 0)	
12	Number of disabled students	
13	Disability interventions done	
II	Pillar 2. Quality, Relevance and Efficiency	
	Outcomes: Quality, Relevance and Efficiency improved	
pe6	Survival rate to G5	
pe7	Dropout rate	
pe8	Promotion rate	
pe9	Completion rate	
pe10	Teacher-Student Ratio	
pe11	Percentage of Qualified (8+3) Teachers	
pe12	Text book-Student Ratio	
pe13	EQS Compliance rate	
pe14	Rate of Compliance to TTC Minimum Standards	

	Output Indicators	
14	Number of PRESET Qualified Teachers	
15	Number of Qualified Teachers needed for filling the gap	
16	ASLO for G3 Report completed	
17	Number of teachers and staff trained on EGRA	
18	EGRA for G3 report finalised and shared	
19	Number of INSET teachers received training in special needs	
20	Qualified schools principals (Yes=1, No=0)	
21	Number of school principals completed all EQS training programs	
22	Number of EQS assessed schools	
23	Number of multi-grade teachers	
24	Number of training materials packages provided	
25	Number of TTC facilities upgraded	
26	Number of qualified teacher trainers	
27	Number of TTC assessed using TTC minimum standard	
28	Number of textbooks provided to schools to meet the norm of 1 set of textbooks per one student	
29	Number of full set of teaching guide provided to Teacher	
30	Number of sport facilities constructed in school	
31	Number of sport equipment constructed in school	
32	Number of sports equipment distributed	
33	Number of sports teachers trained	
34	Number of art-music teachers trained	
35	School has first aid kits (Has = 1, Does not have = 0)	
36	Number of students got health checked up	
III	Pillar 3. Governance, Accountability and Performance Management	
	Outcomes: Resources used more timely, effectively and efficiently	
pe15	The share of GDP accounted for by government expenditure on primary education	
pe16	The share of total government expenditure accounted for primary education	
pe17	Per capita recurrent expenditure	
	Output Indicators	
37	Number of schools have School Development Plan (Have = 1, Do not have = 0)	
38	Number of schools have proper financial record (Have = 1, Do not have = 0)	
39	Number of schools have school mapping (Have = 1, Do not have = 0)	
40	Number of schools have student record (Have = 1, Do not have = 0)	
41	Number of schools principles who have been trained on management (Trained =1, Not trained = 0)	
42	Number of VEDC members completed training	

C. District Level

1. Core Indicator Data Collection and Analysis Tool

The District Core Indicator Data Collection and Analysis Tool summarizes the school data at the district level. Thus, the district M&E officer is responsible for data cleaning at the school level. In addition, he gathers most of the outcome indicator data at the district level.

This tool is in Excel format and will be accomplished electronically by the district M&E officer. He enters output indicator data from all the schools in his district with the data captured in the School Level Core Indicator Data Collection and Analysis Tool. Additionally, he gathers district level outcome indicator data from the district EMIS officer or, alternatively, from laoeduinfo.

The first column of the tool provides the PAF codes. The second column lists the core output and outcome indicators. After the second column, each primary school in the district is devoted one column duly utilizing EMIS school codes. This is followed by an auto sum column and three columns providing the central tendency functions of mean, median and standard deviation (SD).

The auto sum column represents the outcome and output indicator values at the district level. Outcome indicator data at the district level will be entered by the district M&E officer on this column while output indicator data at the district level will be auto-generated by Excel. The mean column provides the average output indicator data for schools in the district, giving the District Education and Sports Bureau a sense of the district output. Similarly the median column provides a way of comparing school output vis a vis the mean. And the SD column gives a sense on how large the output discrepancies are among the schools. These information enables the District Education and Sports Bureau to identify factors that may determine the performance of each school such as resources available, VEDC engagement, location and staff. The DESB would then be in a position to plan adjustments and/or interventions within the district under the district level Annual Costed Sector Education Plan (ACSEP).

Core Indicator Data Collection Tool For Primary Education

2. District Level

School Year:

Province name & ID Code:

District Name & ID Code:

Name & Surname of respondent:

Job Position:

Responsibilities:

Date:

Remarks: Please make sure you fill every clear box for both output and outcome indicators.

No.	Indicator	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Total	Mean	Median	Standard Deviation
I	Pillar 1. Equity and expansion of access												
	Outcomes: Enrolment trend (%) increased with equity												
pe1	Net Enrollment Ratio										###	#####	#####
pe2	Net Intake ratio in Primary education										###	#####	#####
pe3	Gross enrollment ratio										###	#####	#####
pe4	Gross admission ratio										###	#####	#####
pe5	Percentage of new entrants in grade 1 of primary education with pre-school experience										###	#####	#####
	Output Indicators												
1	Number of classrooms										###	#####	#####
2	Number of buildings to be renovate										###	#####	#####
3	Number of furniture packages (chair, table, bench...)										###	#####	#####
4	School has water supply									0	##	###	###
5	School has latrines									0	##	###	###
6	Number of scholarship grantees									0	##	###	###
7	School has feeding program										###	#####	#####
8	School has free meals										###	#####	#####
9	School has Reading room									0	##	###	###

10	Number of multigrade teaching classes									0	##	###	###		
11	School offers full primary									0	##	###	###		
12	Number of disabled students									0	##	###	###		
13	Disability interventions done									0	##	###	###		
II	Pillar 2. Quality, Relevance and Efficiency														
	Outcomes: Quality, Relevance and Efficiency improved														
pe6	Survival rate to G5											###	#####	#####	
pe7	Dropout rate											###	#####	#####	
pe8	Promotion rate											###	#####	#####	
pe9	Completion rate											###	#####	#####	
pe10	Teacher-Student Ratio											###	#####	#####	
pe11	Percentage of Qualified (8+3) Teachers											##	###	###	
pe12	Text book-Student Ratio											###	#####	#####	
pe13	EQS Compliance rate											###	#####	#####	
pe14	Rate of Compliance to TTC Minimum Standards											###	#####	#####	
	Output Indicators														
14	Number of PRESET Qualified Teachers											0	##	###	###
15	Number of Qualified Teachers needed for filling the gap											0	##	###	###
16	ASLO for G3 Report completed												###	#####	#####
17	Number of teachers and staff trained on EGRA												###	#####	#####
18	EGRA for G3 report finalised and shared												###	#####	#####
19	Number of INSET teachers received training in special needs											0	##	###	###
20	Qualified schools principals											0	##	###	###
21	Number of school principals completed all EQS training programs												###	#####	#####
22	Number of EQS assessed schools												###	#####	#####

23	Number of multi-grade teachers									0	##	###	###
24	Number of training materials packages provided									0	##	###	###
25	Number of TTC facilities upgraded										###	#####	#####
26	Number of qualified teacher trainers										###	#####	#####
27	Number of TTC assessed using TTC minimum standard										###	#####	#####
28	Number of textbooks provided to schools to meet the norm of 1 set of textbooks per one student									0	##	###	###
29	Number of full set of teaching guide provided to Teacher									0	##	###	###
30	Number of sport facilities constructed in school									0	##	###	###
31	Number of sport equipment constructed in school									0	##	###	###
32	Number of sports equipment distributed										###	#####	#####
33	Number of sports teachers trained									0	##	###	###
34	Number of art-music teachers trained									0	##	###	###
35	School has first aid kits									0	##	###	###
36	Number of students got health checked up									0	##	###	###
III	Pillar 3. Governance, Accountability and Performance Management												
	Outcomes: Resources used more timely, effectively and efficiently												
pe15	The share of GDP accounted for by government expenditure on primary education										###	#####	#####
pe16	The share of total government expenditure accounted for primary education										###	#####	#####
pe17	Per capita recurrent expenditure										###	#####	#####
	Output Indicators												
37	School has Development Plan									0	##	###	###
38	School has proper financial record									0	##	###	###

39	School has school mapping									0	##	###	###
40	School has student record									0	##	###	###
41	School principal has been trained on management									0	##	###	###
42	Number of VEDC members completed training										###	#####	#####

2. Core Indicator Annual Tracking Tool

The District Core Indicator Annual Tracking Tool provides a quantitative basis of ESDP progress at the district level. It tracks the district's progress annually and provides a clear picture of trends and patterns. This tool is in Excel format and will be accomplished electronically by the district M&E officer. He/she copies the sum column captured in the District Level Core Indicator Data Collection and Analysis Tool and pastes it on the appropriate annual column.

The first column of the tool provides the PAF codes. The second column lists the core output and outcome indicators. After the second column, each ESDP fiscal year is devoted one column. Using the Excel line or bar graph functionality, the District Education and Sports Bureau can visually track annual progress for each core indicator. The DESB would then be in a position to plan adjustments and/or interventions within the district in its ACSEP.

Core Indicator Annual Tracking Tool For Primary Education

5. District Level

Province name & ID Code:

District Name & ID Code:

Name & Surname of respondent:

Job Position:

Responsibilities:

Date:

Remarks: Please make sure you fill every clear box of both output and outcome indicators.

No.	Indicator	School Year 2014-2015	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	School Year 2018-2019	School Year 2019-2020
I	Pillar 1. Equity and expansion of access						
	Outcomes: Enrolment trend (%) increased with equity						
pe1	Net Enrollment Ratio						
pe2	Net Intake ratio in Primary education						

pe3	Gross enrollment ratio						
pe4	Gross admission ratio						
pe5	Percentage of new entrants in grade 1 of primary education with pre-school experience						
Output Indicators							
1	Number of classrooms						
2	Number of buildings to be renovate						
3	Number of furniture packages (chair, table, bench...)						
4	School has water supply						
5	School has latrines						
6	Number of scholarship grantees						
7	School has feeding program						
8	School has free meals						
9	School has Reading room						
10	Number of multigrade teaching classes						
11	School offers full primary						
12	Number of disabled students						
13	Disability interventions done						
II	Pillar 2. Quality, Relevance and Efficiency						
Outcomes: Quality, Relevance and Efficiency improved							
pe6	Survival rate to G5						
pe7	Dropout rate						
pe8	Promotion rate						
pe9	Completion rate						
pe10	Teacher-Student Ratio						
pe11	Percentage of Qualified (8+3) Teachers						
pe12	Text book-Student Ratio						
pe13	EQS Compliance rate						
pe14	Rate of Compliance to TTC Minimum Standards						
Output Indicators							
14	Number of PRESET Qualified Teachers						
15	Number of Qualified Teachers needed for filling the gap						
16	ASLO for G3 Report completed						
17	Number of teachers and staff trained on EGRA						
18	EGRA for G3 report finalised and shared						

19	Number of INSET teachers received training in special needs						
20	Qualified schools principals						
21	Number of school principals completed all EQS training programs						
22	Number of EQS assessed schools						
23	Number of multi-grade teachers						
24	Number of training materials packages provided						
25	Number of TTC facilities upgraded						
26	Number of qualified teacher trainers						
27	Number of TTC assessed using TTC minimum standard						
28	Number of textbooks provided to schools to meet the norm of 1 set of textbooks per one student						
29	Number of full set of teaching guide provided to Teacher						
30	Number of sport facilities constructed in school						
31	Number of sport equipment constructed in school						
32	Number of sports equipment distributed						
33	Number of sports teachers trained						
34	Number of art-music teachers trained						
35	School has first aid kits						
36	Number of students got health checked up						
III	Pillar 3. Governance, Accountability and Performance Management						
	Outcomes: Resources used more timely, effectively and efficiently						
pe15	The share of GDP accounted for by government expenditure on primary education						
pe16	The share of total government expenditure accounted for primary education						
pe17	Per capita recurrent expenditure						
	Output Indicators						
37	School has Development Plan						
38	School has proper financial record						
39	School has school mapping						
40	School has student record						
41	School principal has been trained on management						
42	Number of VEDC members completed training						

D. Provincial Level

1. Core Indicator Data Collection and Analysis Tool

The Provincial Core Indicator Data Collection and Analysis Tool summarizes the district data at the provincial level. Also in Excel format, it will be accomplished electronically by the provincial M&E officer. He/she cuts and pastes output and outcome indicator data from all the districts within his province with the data captured in the District Level Core Indicator Data Collection and Analysis Tool. It is assumed that the data derived from the district has already undergone cleaning.

The first column of the tool provides the PAF codes. The second column lists the core output and outcome indicators. After the second column, each district within the province is devoted one column. This is followed by an auto sum column four output indicator data (outcome indicator cells under this column are blacked out) and three columns providing the central tendency functions of mean, median and standard deviation (SD).

The auto sum column represents the output indicator values at the province level. The mean column provides the average output indicator data for districts in the province, giving the Provincial Education and Sports Service a sense of the provincial output. Similarly the median column provides a way of comparing how specific districts perform vis a vis the mean. And the SD column gives a sense on how large (or small) the output discrepancies are among the districts within the province. These information enables the Provincial Education and Sports Service to identify factors that may determine the performance of each district such as resources available, location and staffing. The PESS would then be in a position to plan adjustments and/or interventions within the province in their ACSEP.

Core Indicator Data Collection Tool For Primary Education

3. Province Level

School Year:

Province name & ID Code:

Name & Surname of respondent:

Job Position:

Responsibilities:

Date:

Remarks: Please make sure you fill every clear box of both output and outcome indicators.

No.	Indicator	District 1	District 2	District 3	District 4	District 5	District 6	District 7	Total	Mean	Median	Standard Deviation
I	Pillar 1. Equity and expansion of access											
	Outcomes: Enrolment trend (%) increased with equity											
pe1	Net Enrollment Ratio								0	##	###	###
pe2	Net Intake ratio in Primary education								0	##	###	###
pe3	Gross enrollment ratio								0	##	###	###
pe4	Gross admission ratio								0	##	###	###
pe5	Percentage of new entrants in grade 1 of primary education with pre-school experience								0	##	###	###
	Output Indicators											
1	Number of classrooms								0	##	###	###
2	Number of buildings to be renovate									###	####	####
3	Number of furniture packages (chair, table, bench...)									###	####	####
4	School has water supply								0	##	###	###
5	School has latrines								0	##	###	###
6	Number of scholarship grantees								0	##	###	###
7	School has feeding program									###	####	####
8	School has free meals									###	####	####
9	School has Reading room								0	##	###	###
10	Number of multigrade teaching classes								0	##	###	###
11	School offers full primary								0	##	###	###
12	Number of disabled students								0	##	###	###

13	Disability interventions done								0	##	###	###
II Pillar 2. Quality, Relevance and Efficiency												
Outcomes: Quality, Relevance and Efficiency improved												
pe6	Survival rate to G5								0	##	###	###
pe7	Dropout rate								0	##	###	###
pe8	Promotion rate								0	##	###	###
pe9	Completion rate								0	##	###	###
pe10	Teacher-Student Ratio									##	###	###
pe11	Percentage of Qualified (8+3) Teachers									##	###	###
pe12	Text book-Student Ratio									###	####	####
pe13	EQS Compliance rate									###	####	####
pe14	Rate of Compliance to TTC Minimum Standards									###	####	####
Output Indicators												
14	Number of PRESET Qualified Teachers								0	##	###	###
15	Number of Qualified Teachers needed for filling the gap								0	##	###	###
16	ASLO for G3 Report completed									###	####	####
17	Number of teachers and staff trained on EGRA									###	####	####
18	EGRA for G3 report finalised and shared									###	####	####
19	Number of INSET teachers received training in special needs								0	##	###	###
20	Qualified schools principals								0	##	###	###
21	Number of school principals completed all EQS training programs									###	####	####
22	Number of EQS assessed schools									###	####	####
23	Number of multi-grade teachers								0	##	###	###
24	Number of training materials packages provided								0	##	###	###
25	Number of TTC facilities upgraded									###	####	####
26	Number of qualified teacher trainers									###	####	####
27	Number of TTC assessed using TTC minimum standard									###	####	####
28	Number of textbooks provided to schools to meet the norm of 1 set								0	##	###	###

	of textbooks per one student											
29	Number of full set of teaching guide provided to Teacher							0	##	###	###	
30	Number of sport facilities constructed in school							0	##	###	###	
31	Number of sport equipment constructed in school							0	##	###	###	
32	Number of sports equipment distributed								###	####	####	
33	Number of sports teachers trained							0	##	###	###	
34	Number of art-music teachers trained							0	##	###	###	
35	School has first aid kits							0	##	###	###	
36	Number of students got health checked up							0	##	###	###	
III	Pillar 3. Governance, Accountability and Performance Management											
	Outcomes: Resources used more timely, effectively and efficiently											
pe15	The share of GDP accounted for by government expenditure on primary education								###	####	####	
pe16	The share of total government expenditure accounted for primary education								###	####	####	
pe17	Per capita recurrent expenditure								###	####	####	
	Output Indicators											
37	School has Development Plan							0	##	###	###	
38	School has proper financial record							0	##	###	###	
39	School has school mapping							0	##	###	###	
40	School has student record							0	##	###	###	
41	School principal has been trained on management							0	##	###	###	
42	Number of VEDC members completed training								###	####	####	

2. Core Indicator Annual Tracking Tool

The Provincial Core Indicator Annual Tracking Tool provides a quantitative basis of ESDP progress at the provincial level. It tracks the province's progress annually and provides a clear picture of trends and patterns. Also in Excel format, this tool will be accomplished electronically by the provincial M&E officer. He/she copies the auto sum data captured in the Provincial Level Core Indicator Data Collection and Analysis Tool and pastes these on the appropriate annual column.

The first column of the tool provides the PAF codes. The second column lists the core output and outcome indicators. After the second column, each ESDP fiscal year is devoted one column. Using the Excel line or bar graph functionality, the Provincial Education and Sports Service can visually track annual progress for each core indicator. The PESS would then be in a position to plan adjustments and/or interventions within the district on their ACSEP.

Core Indicator Annual Tracking Tool For Primary Education

6. Province Level

Province name & ID Code:

Name & Surname of respondent:

Job Position:

Responsibilities:

Date:

Remarks: Please make sure you fill every clear box of both output and outcome indicators.

No.	Indicator	School Year 2014-2015	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	School Year 2018-2019	School Year 2019-2020
I	Pillar 1. Equity and expansion of access						
	Outcomes: Enrolment trend (%) increased with equity						
pe1	Net Enrollment Ratio						
pe2	Net Intake ratio in Primary education						
pe3	Gross enrollment ratio						
pe4	Gross admission ratio						
pe5	Percentage of new entrants in grade 1 of primary education with pre-school experience						
	Output Indicators						
1	Number of classrooms						
2	Number of buildings to be renovate						
3	Number of furniture packages (chair, table, bench...)						

4	School has water supply						
5	School has latrines						
6	Number of scholarship grantees						
7	School has feeding program						
8	School has free meals						
9	School has Reading room						
10	Number of multigrade teaching classes						
11	School offers full primary						
12	Number of disabled students						
13	Disability interventions done						
II	Pillar 2. Quality, Relevance and Efficiency						
	Outcomes: Quality, Relevance and Efficiency improved						
pe6	Survival rate to G5						
pe7	Dropout rate						
pe8	Promotion rate						
pe9	Completion rate						
pe10	Teacher-Student Ratio						
pe11	Percentage of Qualified (8+3) Teachers						
pe12	Text book-Student Ratio						
pe13	EQS Compliance rate						
pe14	Rate of Compliance to TTC Minimum Standards						
	Output Indicators						
14	Number of PRESET Qualified Teachers						
15	Number of Qualified Teachers needed for filling the gap						
16	ASLO for G3 Report completed						
17	Number of teachers and staff trained on EGRA						
18	EGRA for G3 report finalised and shared						
19	Number of INSET teachers received training in special needs						
20	Qualified schools principals						
21	Number of school principals completed all EQS training programs						
22	Number of EQS assessed schools						

23	Number of multi-grade teachers						
24	Number of training materials packages provided						
25	Number of TTC facilities upgraded						
26	Number of qualified teacher trainers						
27	Number of TTC assessed using TTC minimum standard						
28	Number of textbooks provided to schools to meet the norm of 1 set of textbooks per one student						
29	Number of full set of teaching guide provided to Teacher						
30	Number of sport facilities constructed in school						
31	Number of sport equipment constructed in school						
32	Number of sports equipment distributed						
33	Number of sports teachers trained						
34	Number of art-music teachers trained						
35	School has first aid kits						
36	Number of students got health checked up						
III	Pillar 3. Governance, Accountability and Performance Management						
	Outcomes: Resources used more timely, effectively and efficiently						
pe15	The share of GDP accounted for by government expenditure on primary education						
pe16	The share of total government expenditure accounted for primary education						
pe17	Per capita recurrent expenditure						
	Output Indicators						
37	School has Development Plan						
38	School has proper financial record						
39	School has school mapping						
40	School has student record						
41	School principal has been trained on management						
42	Number of VEDC members completed training						

E. Central Level

1. Core Indicator Data Collection and Analysis Tool

The Central Core Indicator Data Collection and Analysis Tool summarizes the provincial data at the national level. In addition, it gathers some outcome indicator data the relevant implementing units (IUs). Also in Excel format, it will be accomplished electronically by DoI. DoI enters output and outcome indicator data from all the provinces with the data captured in the Provincial Level Core Indicator Data Collection and Analysis Tool. Additionally, DoI gathers national level outcome indicator data from REIS, DoP, DoF, ESQAC and DoTT.

The first column of the tool provides the PAF codes. The second column lists the core output and outcome indicators. After the second column, each province is devoted one column totaling eighteen columns, one for each province. This is followed by an auto sum column and three columns providing the central tendency functions of mean, median and standard deviation (SD).

The auto sum column represents national output indicator values. The outcome indicator cells under this column are blacked out. The mean column provides the average output indicator data for provinces, giving the DoI a sense of the national output. Similarly the median column provides a way of comparing how specific provinces perform vis a vis the mean. And the SD column gives a sense on how large (or small) the output discrepancies are among the provinces. These information enables the DoI to identify factors that may determine the output of each province such as resources available, location and staffing. The Department of Planning would then be in a position to plan adjustments and/or interventions at the national level ACSEP.

Core Indicator Data Collection Tool For Primary Education

4. Central Level

School Year:

Name and Surname of Respondent:

Job Position:

Responsibilities:

Date:

Remarks: Please only write or enter data into the clear boxes. Do not mark the blacked out boxes.

No.	Indicator	province 1	province 2	province 3	province 4	province 5	province 6	province 7	province 8	province 9	province 10	province 11	province 12	province 13	province 14	province 15	province 16	province 17	province 18	Total	Mean	Standard Deviation		
I	Pillar 1. Equity and expansion of access																							
	Outcomes: Enrolment trend (%) increased with equity																							
pe1	Net Enrollment Ratio																					##	####	
pe2	Net Intake ratio in Primary education																						##	####
pe3	Gross enrollment ratio																						##	####
pe4	Gross admission ratio																						##	####
pe5	Percentage of new entrants in grade 1 of primary education with pre-school experience																						##	####
	Output Indicators																							
1	Number of classrooms																					0	##	####
2	Number of buildings to be renovate																						###	#####
3	Number of furniture packages (chair, table, bench...)																						###	#####
4	School has water supply																					0	##	####

5	School has latrines																	0	##	####	
6	Number of scholarship grantees																	0	##	####	
7	School has feeding program																		###	#####	
8	School has free meals																		###	#####	
9	School has Reading room																	0	##	####	
10	Number of multigrade teaching classes																	0	##	####	
11	School offers full primary																	0	##	####	
12	Number of disabled students																	0	##	####	
13	Disability interventions done																	0	##	####	
II	Pillar 2. Quality, Relevance and Efficiency																				
	Outcomes: Quality, Relevance and Efficiency improved																				
pe6	Survival rate to G5																		##	####	
pe7	Dropout rate																		##	####	
pe8	Promotion rate																		##	####	
pe9	Completion rate																		##	####	
pe10	Teacher-Student Ratio																		##	####	
pe11	Percentage of Qualified (8+3) Teachers																		##	####	
pe12	Text book-Student Ratio																		###	#####	
pe13	EQS Compliance rate																		###	#####	
pe14	Rate of Compliance to TTC Minimum Standards																		###	#####	
	Output Indicators																				
14	Number of PRESET Qualified Teachers																		0	##	####

15	Number of Qualified Teachers needed for filling the gap																				0	##	####		
16	ASLO for G3 Report completed																						###	#####	
17	Number of teachers and staff trained on EGRA																						###	#####	
18	EGRA for G3 report finalised and shared																						###	#####	
19	Number of INSET teachers received training in special needs																						0	##	####
20	Qualified schools principals																						0	##	####
21	Number of school principals completed all EQS training programs																						###	#####	
22	Number of EQS assessed schools																						###	#####	
23	Number of multi-grade teachers																						0	##	####
24	Number of training materials packages provided																						###	#####	
25	Number of TTC facilities upgraded																						###	#####	
26	Number of qualified teacher trainers																						###	#####	
27	Number of TTC assessed using TTC minimum standard																						###	#####	
28	Number of textbooks provided to schools to meet the norm of 1 set of textbooks per one student																						0	##	####
29	Number of full set of teaching guide provided to Teacher																						0	##	####
30	Number of sport facilities constructed in school																						0	##	####
31	Number of sport equipment constructed in school																						0	##	####
32	Number of sports equipment distributed																						###	#####	
33	Number of sports teachers trained																						0	##	####
34	Number of art-music teachers trained																						0	##	####

35	School has first aid kits																			0	##	####	
36	Number of students got health checked up																			0	##	####	
III	Pillar 3. Governance, Accountability and Performance Management																						
	Outcomes: Resources used more timely, effectively and efficiently																						
pe15	The share of GDP accounted for by government expenditure on primary education																					###	#####
pe16	The share of total government expenditure accounted for primary education																					###	#####
pe17	Per capita recurrent expenditure																					###	#####
	Output Indicators																						
37	School has Development Plan																				0	##	####
38	School has proper financial record																				0	##	####
39	School has school mapping																				0	##	####
40	School has student record																				0	##	####
41	School principal has been trained on management																				0	##	####
42	Number of VEDC members completed training																					###	#####

2. Core Indicator Annual Tracking Tool

The Central Level Core Indicator Annual Tracking Tool provides a quantitative basis of ESDP progress at the national level. It tracks the country's progress annually and provides a clear picture of trends and patterns. Also in Excel format, this tool will be accomplished electronically by the DoI. DoI copies the auto sum output data and mean outcome indicator data captured in the Central Level Core Indicator Data Collection and Analysis Tool and pastes these on the appropriate annual column.

The first column of the tool provides the PAF codes. The second column lists the core output and outcome indicators. After the second column, each ESDP fiscal year is devoted one column. Using the Excel line or bar graph functionality, DoI and DoP can visually track annual progress for each core indicator at the national level. The DoP would then be in a position to plan adjustments and/or interventions for the national ACSEP.

Core Indicator Annual Tracking Tool For Primary Education

7. Central Level

Name and Surname of Respondent:

Job Position:

Responsibilities:

Date:

Remarks: Please only write or enter data into the clear boxes. Do not mark the blacked out boxes.

No.	Indicator	School Year 2014-2015	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	School Year 2018-2019	School Year 2019-2020
I	Pillar 1. Equity and expansion of access						
	Outcomes: Enrolment trend (%) increased with equity						
pe1	Net Enrollment Ratio						
pe2	Net Intake ratio in Primary education						
pe3	Gross enrollment ratio						
pe4	Gross admission ratio						
pe5	Percentage of new entrants in grade 1 of primary education with pre-school experience						
	Output Indicators						
1	Number of classrooms						
2	Number of buildings to be renovate						
3	Number of furniture packages (chair, table, bench...)						

4	School has water supply						
5	School has latrines						
6	Number of scholarship grantees						
7	School has feeding program						
8	School has free meals						
9	School has Reading room						
10	Number of multigrade teaching classes						
11	School offers full primary						
12	Number of disabled students						
13	Disability interventions done						
II	Pillar 2. Quality, Relevance and Efficiency						
	Outcomes: Quality, Relevance and Efficiency improved						
pe6	Survival rate to G5						
pe7	Dropout rate						
pe8	Promotion rate						
pe9	Completion rate						
pe10	Teacher-Student Ratio						
pe11	Percentage of Qualified (8+3) Teachers						
pe12	Text book-Student Ratio						
pe13	EQS Compliance rate						
pe14	Rate of Compliance to TTC Minimum Standards						
	Output Indicators						
14	Number of PRESET Qualified Teachers						
15	Number of Qualified Teachers needed for filling the gap						
16	ASLO for G3 Report completed						
17	Number of teachers and staff trained on EGRA						
18	EGRA for G3 report finalised and shared						
19	Number of INSET teachers received training in special needs						
20	Qualified schools principals						
21	Number of school principals completed all EQS training programs						
22	Number of EQS assessed schools						
23	Number of multi-grade teachers						
24	Number of training materials packages provided						
25	Number of TTC facilities upgraded						
26	Number of qualified teacher trainers						

27	Number of TTC assessed using TTC minimum standard						
28	Number of textbooks provided to schools to meet the norm of 1 set of textbooks per one student						
29	Number of full set of teaching guide provided to Teacher						
30	Number of sport facilities constructed in school						
31	Number of sport equipment constructed in school						
32	Number of sports equipment distributed						
33	Number of sports teachers trained						
34	Number of art-music teachers trained						
35	School has first aid kits						
36	Number of students got health checked up						
III	Pillar 3. Governance, Accountability and Performance Management						
	Outcomes: Resources used more timely, effectively and efficiently						
pe15	The share of GDP accounted for by government expenditure on primary education						
pe16	The share of total government expenditure accounted for primary education						
pe17	Per capita recurrent expenditure						
	Output Indicators						
37	School has Development Plan						
38	School has proper financial record						
39	School has school mapping						
40	School has student record						
41	School principal has been trained on management						
42	Number of VEDC members completed training						

3. Performance Assessment Tool

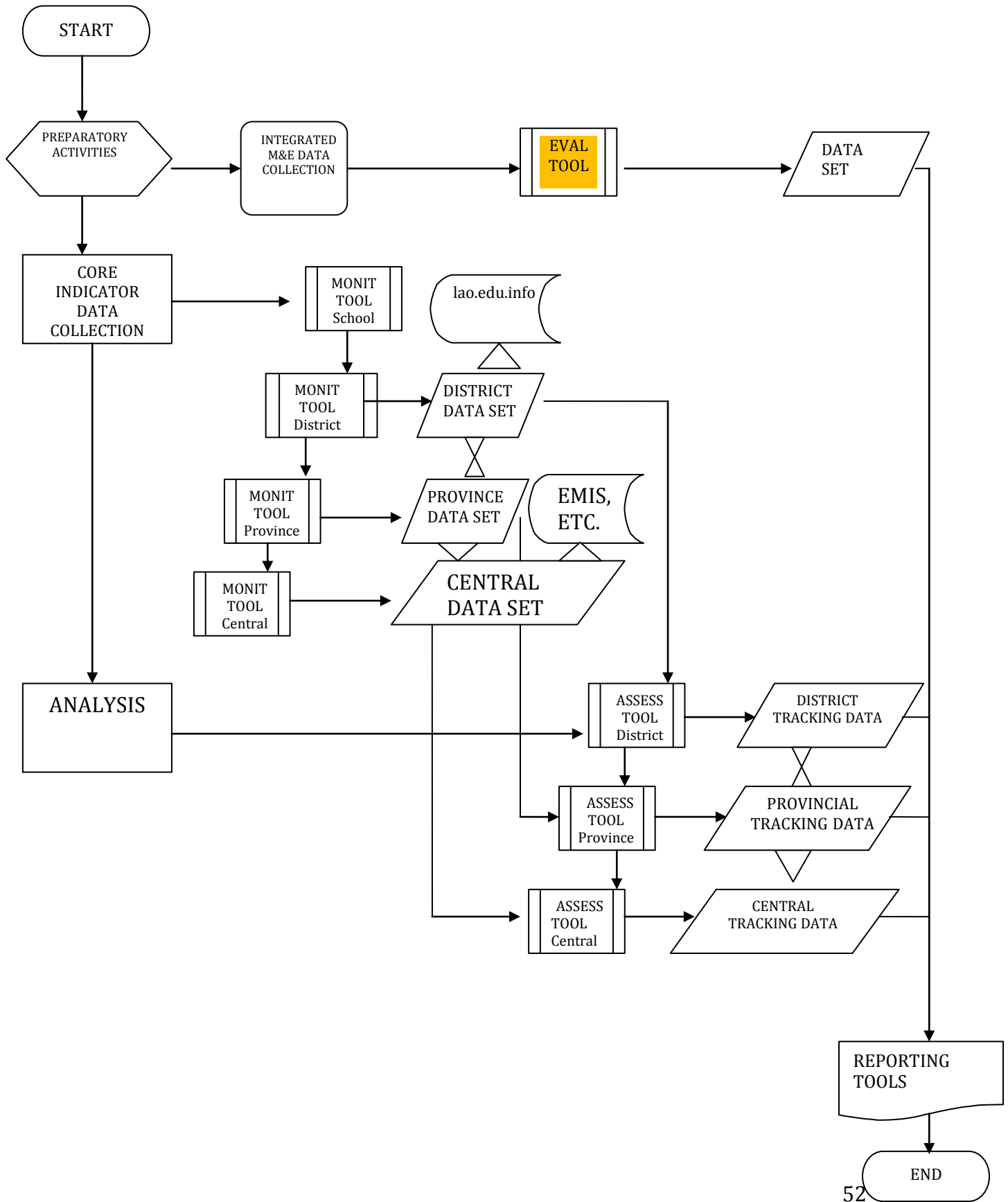
Primary subsector performance will be measured by DoI using the Annual Primary Education Scorecard.

Every fiscal year, each core outcome indicator under the three pillars will be situated within a five-point ordinal scale resulting in a score, determined by the actual monitored performance value's proximity to the target value. For instance, if the national target for enrollment rate is 95 percent and the monitored performance value is also 95 percent or above, the indicator gets a score of 5, the highest in the five-point scale. If the actual performance value is 85 percent, then the indicator gets a score of 3. If the monitored value is 75 percent, 20 percent lower than the target, then the indicator gets a score of 1. The scores will be summed and averaged for every ESDP pillar. The averages of the three pillars will likewise be summed and averaged resulting in a performance rating with 5 as the highest and 1 as the lowest. A final score of 5 would mean Excellent Sector Performance. A final score of 4 would mean Good Sector Performance. A final score of 3 would mean Moderate Sector Performance. A final score of 2 would mean Poor Sector Performance. And a final score of 1 would mean Very Poor Sector Performance.

ANNUAL PRIMARY EDUCATION SCORECARD

STRATEGY	TYPES	CORE OUTCOME INDICATORS	SCALE					SCORE		
			1	2	3	4	5			
Pillar 1	Access	Access Outcome Indicator 1								
		Access Outcome Indicator n...								
	Equity	Equity Outcome Indicator 1								
		Equity Outcome Indicator 2								
		Equity Outcome Indicator n...								
TOTAL P1 SCORE										
AVERAGE P1 SCORE										
Pillar 2	Quality	Quality Outcome Indicator n...								
	Relevance	Relevance Outcome Indicator n...								
TOTAL P2 SCORE										
AVERAGE P2 SCORE										
Pillar 3	Governance	Governance Outcome Indicator 1								
		Governance Outcome indicator 2								
		Governance Outcome indicator n...								
	Accountability	Accountability Outcome indicator 1								
		Accountability Outcome indicator 2								
		Accountability Outcome indicator n...								
	Management	Management Outcome indicator 1								
Management Outcome indicator 2										
Management Outcome indicator n...										
TOTAL P3 SCORE										
AVERAGE P3 SCORE										
OVERALL TOTAL										
OVERALL PERFORMANCE RATING							AVERAGE OF TOTAL			

CHAPTER 6. Evaluation Tool



A. Introduction to the DOI Evaluation Tool

In 2013, members of the M&E Network made a study visit to Cambodia to learn how M&E data on basic education was collected in this country. Based on this visit, the M&E Network developed a comprehensive tool (50 pages) patterned after the Cambodian instrument covering education sector outputs and outcomes inclusive of access, quality and management concerns.

This tool is very comprehensive since it goes beyond PAF core indicators and incorporates Education Quality Standards. It adopts both results-based monitoring and compliance monitoring approaches. Data utilization exceeds benchmarking, results monitoring, performance assessment and progress tracking. Findings can be used for EMIS data validation and triangulation, in-depth policy analysis and tracing causal links. Similarly, analyses are not limited to tests of central tendency. Correlation, regression and/or factor analyses may be applied on the data sets. Thus, it is an evaluation tool.

How different is the evaluation tool from the monitoring tools? The matrix below gives a comparison.

	EVALUATION TOOL	MONITORING TOOLS
PURPOSE	Validation Policy, In–depth analysis, determines cause and effects	Planning Benchmarking Results Tracking
COVERAGE	PAF Core Indicators, EQS	PAF Core Indicators
SAMPLING FRAMEWORK	Stratified Random Sampling	National, All schools Universe
DATA	Primary	Primary (Output indicators) Secondary (from EMIS, Outcome Indicators)
ANALYSES	Correlation, Regression	Central Tendency, Descriptive Stats
PLATFORM	Data base (Access, MS SQL)	Excel
FREQUENCY	As the need arises	Annual
REPORT	Comprehensive write-up	Fact Sheets, Graphs/Bars

B. The Evaluation Tool

ANNUAL PLANING AND MONITORINF TOOL FOR PRIMARY EDUCATION

1. SCHOOL LEVEL

(School Year-.....)

--	--

Province name & ID Code:

--	--

District Name & ID Code:

--	--	--

Village Name & ID Code:

--	--	--

School Name & ID Code:

Name & Surname of respondent:

Job Position:

Responsibilities:

Date:

Pillar 1 - Expand Equitable Access

1.1. Number of classrooms that require renovation

Grade	Number of classrooms								
	Total	Unable to be Used	Requires minor renovations	Requires moderate renovations	Requires large-scale renovations	Unable to be Used		Planned New classrooms	
						This school year	Next school year	Single classroom	Multi grade classroom
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Total									

Remarks:

- **Minor renovations:** Amount required for renovations is less than 10% of the amount of the standard unit price. This amount can only be used for small repairs such as windows and doors but not renovations to the building itself. This amount is...
- **Moderate renovation:** Amount required for renovation is between 10 to 30% of the amount of the standard unit price. This amount can be used for moderate renovations to the classroom building such as the roof, the walls and expansion. An engineer should be consulted to calculate these plans.
- **Large-scale renovation:** Amount required for renovation is more than 30% of the amount of the standard unit price. This amount can be used for large-scale renovations such as overall modifications to transform a classroom into a modern style or render a previously unusable room into an operational classroom. An engineer should be consulted to calculate these plans.
- **Single classroom** A classroom used for teaching students from one homogenous grade.
- **Multi-grade classroom:** A classroom used for teaching students from two or more different level grades.

1.2 Teaching-Learning Material: Number of furniture packages in the school

Grade	Number of classrooms that have full package of teaching and learning material															
	Number of classrooms	Student tables			Chairs			Blackboards			Cupboards			Shelves		
		Total	Number able to used	Number needed	Total	Number able to used	Number needed	Total	Number able to used	Number needed	Total	Number able to used	Number needed	Total	Number able to used	Number needed
1																
2																
3																
4																
5																
Total																

SCHOOL HYGIENE:

1.3.1 Availability of clean water (EQS & EMIS)

Tick (☑) in the appropriate box below:

Item	Do not have	Have		Water source
		Accessible	Unaccessible	
Clean drinking water				
Clean water for daily use is provided throughout the year				

Remarks:

- Please identify the source of the clean drinking water and water for daily use (water tank, hydrant water, well water)
- Clean drinking water and water for daily use should be available to teachers and students and not include drinking water brought from home.

1.3.2 Latrines in school (EQS & EMIS)

Note that 0 = none/do not have):

Item	Do not have	Have		Remarks
		Accessible/usable	Inaccessible/not able to use	
Latrines for females				
Latrines for males				
Disability Latrine				
Teacher Latrine				

Remarks:: Disability Latrine - Latrine for disabled students

1.4 Number of scholarship grantees

Grade	Number of Students			Number of scholarship grantees			Type of scholarships
	Total	Female	Male	Total	Female	Male	
1							
2							
3							
4							
5							
Total							

Remarks: Scholarship grantees are students that are receiving government or non-government organisation support.

1.5 Number of reading areas

Area	Do not have	Have	
		Usable	Not usable
Reading room			
Library			
Mobile library			

Remarks: Mobile library: A box of books that can be moved

1.6 Number of multigrade classes in the school

Total number of multigrade classes	Number of multigrade classes combining 2 different grades	Number of multigrade classes combining 3 different grades	Other

1.7 Number of students of with disabilities

Grade	Number of students with low vision			Number of students with speech and hearing disabilities			Number of students with cognitive/intellectual disabilities			Number of students with physical disabilities			Number of students with multi-disabilities		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
1															
2															
3															
4															
5															
Total															

Remarks:

- Low vision: Student has problems with eye sight such as blurred vision, lazy eyes, short and far sighted.
- Speech and hearing difficulties: Student has low hearing and difficulties speaking clearly and coherently.
- Intellectual disabilities: Student has cognitive difficulties such as short memory, poor comprehension and receptiveness.
- Physical disabilities: Student has physical disabilities such as paralysis, missing body parts, hunchback and other motor neuron difficulties.
- Multi-disability: Student has more than one type of disability.

Pillar – 2 Improve Quality and Relevance

2.1 Student Information

Grade	Total number of students			Number of drop-out students			Number of promoted students		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
1									
2									
3									
4									
5									
Total									

Grade	Promotion Rate		
	Total	Female	Male
1 - 2			
2 - 3			
3 - 4			
4 - 5			
Total			

2.2 Student Absence

Grade	Absent less than 10 days						Absent between 11 to 20 days						Absent more than 20 days					
	Semester 1			Semester 2			Semester 1			Semester 2			Semester 1			Semester 2		
	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M
1																		
2																		
3																		
4																		
5																		
Total																		

Remarks: For calculating student absence 1 day is equivalent to six hours.

2.3 First Aid Kits in school

Tick (☑) next to the appropriate answer below:

School has first aid kit:

Yes

No

First aid kit has adequate resources (bandages, medicine etc)?

Number of first aid kits in the school:

Grade	Number of students have had basic health check-ups		
	Total	Female	Male
1			
2			
3			
4			
5			
Total			

Remarks:

- First aid kit: Box that includes materials for basic first aid care such as bandages, cotton wool, scissors, oral hydration tablets, medicines, band-aids, dettol (anti-bacteria) and so on.
- Basic health check-ups: Check includes eye sight, weight, height, hearing at least twice a year.

2.4 Student Teacher Ratio

Ratio (students per teacher)			Ratio (student per classroom)		
Recommended ratio	Beginning of Semester (October)	End of Semester (May)	Recommended ratio	Beginning of Semester (October)	End of Semester (May)
34:1			34:1		

Remarks: Ratio should not include school principal.

2.5 Types of multi-grade classes and multi-grade teachers

Types of multi-grade class	Number of teachers that teach multi-grade classes			Number of teachers trained on multi-grade teaching			Number of teachers need training on multi-grade teaching		
	Total	Female	Male	Total	Female	Male	Total	Female	Male

Remarks:

- Type of multi-grade class: The make-up of the multi grade class. For instance, is the multi-grade class a combination of grade 1 and grade 2 or grade 3 and grade 4?
- Teachers need training on multi-grade teaching: These teachers may have received previous training on multi-grade teaching but may request to the repeat the training.

2.6 Number of teachers that have received specific training on the following topics.

Grade	Number of teachers			Teaching and Learning methods			EQS			General Inclusive Education			Braille			Sign-language		
	Total	F	M	Total	Received Training	Need Training	Total	Received Training	Need Training	Total	Received Training	Need Training	Total	Received Training	Need Training	Total	Received Training	Need Training
1																		
2																		
3																		
4																		
5																		
Total																		

Remarks:

- General Inclusive Education: Classroom learning is inclusive of all students, those with and without disabilities, regardless of ethnicity and socio-economic background.
- EQS: The 6 components and 42 indicators of the Education Quality Standards

2.7 Total number of Lesson Plans(required and already completed)

Grade	Lao Language		Mathematics		World Around Us		Physical Education	
	Required	Completed	Required	Completed	Required	Completed	Required	Completed
1								
2								
3								
4								
5								
Total								

Art Education		Art-music Education		Handicraft		Moral Education		English Languages		Foreign Languages	
Required	Completed	Required	Completed	Required	Completed	Required	Completed	Required	Completed	Required	Completed

Remarks:

- Required: Number of lesson plans required by the curriculum to be developed for each subject in each grade
- Completed: The number of lesson plans already completed/delivered by the school teacher.

2.8 Average number of teaching hours

Content	Recommended Standards	Semester 1	Semester 2	Total
1 Total number of teaching hours required by curriculum.				
2 Total number of hours the school is officially closed for public holidays.				
3 Total number of hours of teacher absence.				
4 Total number of lost teaching hours				
5 Total number of activity hours used to make up lost teaching hours				
6 Average number of teaching hours per week				

Remarks:

- 1: The sum of all teaching hours required for each subject and every grade.
- 3: The sum of all hours that teachers are absent during school hours.
- 4: Teaching hours lost due to unplanned or externally imposed activities.
- 5: Number of activity hours that were used for teaching.

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Grade	Number of Students			Lao Language		Mathematics		The World Around Us Moral & Ethical Studies		English Studies	
	Total	F	M	Number textbook provided	Number textbook required	Number textbook provided	Number textbook required	Number textbook provided	Number textbook required	Number textbook provided	Number textbook required
1											
2											
3											
4											
5											
Total											

Remarks: Refers to textbooks provided by government only, not including other external providers.

2.10 Number of Teaching Guidelines Provided

Subject	Number of Teachers	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	Total	Provided	Required	Provided	Required	Provided	Required	Provided	Required	Provided	Required
Lao language											
Mathematics											
World Around Us, Moral & Ethical Studies											
Physical Education and Handicraft											
Art and Music Studies											
English Studies		x	x	x	x						

Remarks: Refers to teaching guidelines provided by government only, not including other external providers.

2.11 Number of home-work provided

Grade	Lao Language subject				Mathematics subject				World Around Us subject			
	Individual work		Group Work		Individual work		Group Work		Individual work		Group Work	
	Total number given	Number marked by teacher and returned to student	Total number given	Number marked by teacher and returned to student	Total number given	Number marked by teacher and returned to student	Total number given	Number marked by teacher and returned to student	Total number given	Number marked by teacher and returned to student	Total number given	Number marked by teacher and returned to student
1												
2												
3												
4												
5												
Total												

2.12 Sport facilities, equipment and areas

No.	Type of sport	Resources							
		Balls		Areas		Posts		Nets	
		Has	Requires	Has	Requires	Has	Requires	Has	Requires
1	Football								
2	Volleyball								
3	Rattan ball								
4	Other...								
5	...								

2.13 Teaching and Learning materials for Art and Music Studies

Enter the number the school possesses next to each item:

Musical Instruments		Art Equipment	
Khen		Crayon	
Lao violin		Paper	
Drums		Coloured Pencils	
Xylophone		Paintbrush	
Ching		Paint (watercolours)	
Flute		Mixing plate	
Khim		Clay	
Sarp		Oily clay	
Harmonica			
Piano			

2.14 Number of Teachers recieved external curriculum training

Grade	Sport		Art & Music		Agriculture		Livestock	
	Received Training	Need Training	Received Training	Need Training	Received Training	Need Training	Received Training	Need Training
1								
2								
3								
4								
5								
Total								

Pillar - 3 Strengthen Planning and Management (Governance)

3.1 School Development

Please tick (☑) next to the appropriate answer below:

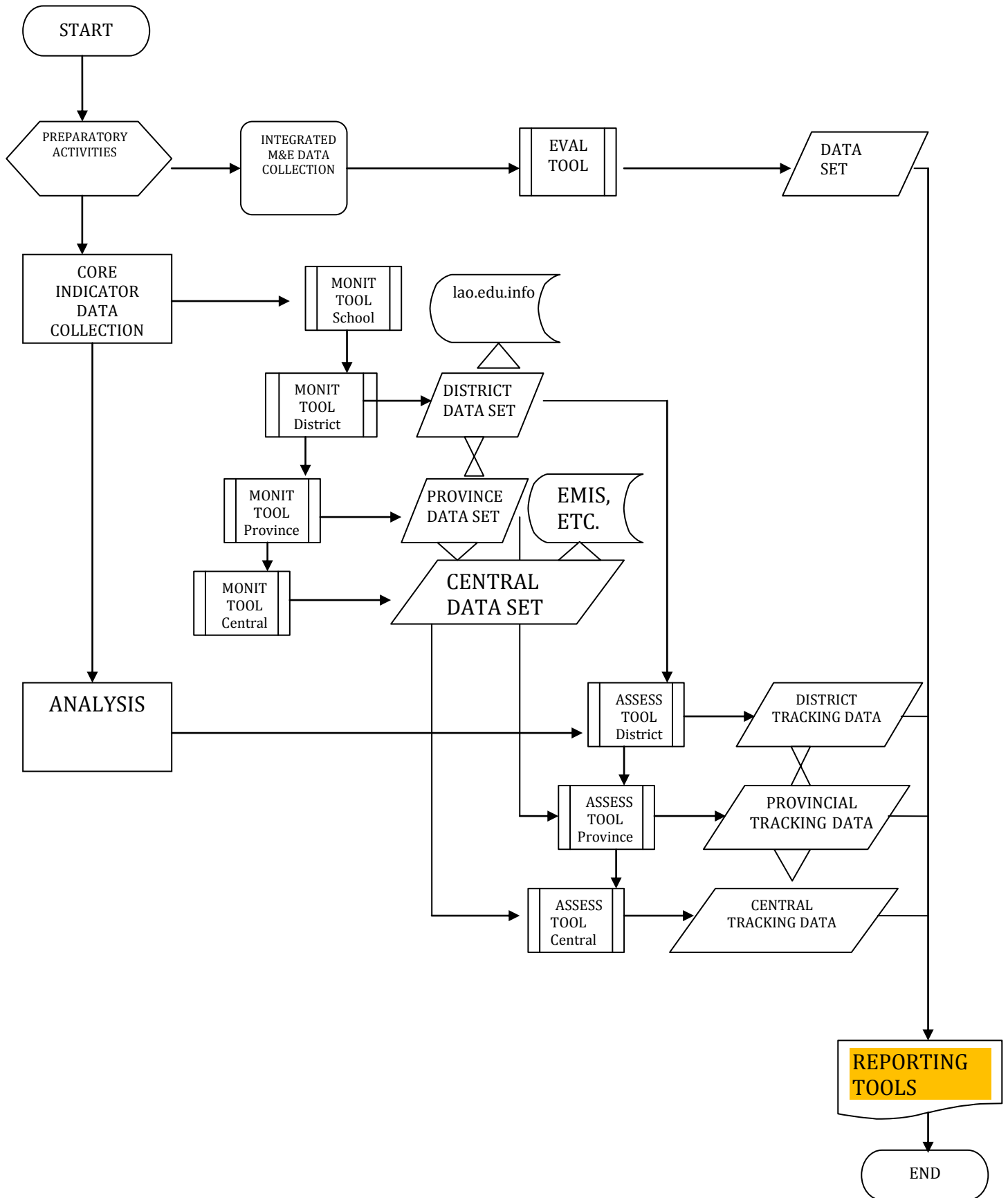
Item	School has	School does not have
School Development Plan		
Financial Report		
School Mapping		

Remarks: School Mapping: A map of the school and its surrounding area demonstrating the catchment area of students that attend the school.

3.2 School principal has received school management training Yes No

3.3 Village Education Development Committee (VEDC) has received training VEDC training Yes No

CHAPTER 7. Reporting Tools



A. Core Indicator Reporting Matrix

The district, provincial and central level monitoring and assessment tools presented in Chapter 5 are not merely data collection, analysis and assessment tools. They are likewise reporting tools with their measures of central tendency and the graph functionalities of Excel.

Beyond these, a very useful reporting tool for planning purposes is the Core Indicator Reporting Matrix for the three ESDP pillars. This reporting matrix has been appended to the EFAFTI ISM Aide Memoire dated 14 October 2013 as the reporting tool of choice for tracking ESDP progress. It makes use of PAF Table G with an additional column to monitor annual performance achievements.

Found below is the Core Indicator Reporting Matrix.

PILLAR 1 CORE INDICATOR REPORTING MATRIX

ode	Sub-Sector Indicator	Baseline	Annual Performance Targets	Annual Performance Achievements	Comment
pe	Primary Education				
	Strategic Framework: Equity and expansion of access				
	Outcome: Enrolment trend (%) increased with equity				
pe22	Net Enrolment Ratio (gender, ethnic, rural, urban, disabilities)				
pe23	Intake rate for grade 1				
pe3	Gross enrolment rate (gender, ethnic, rural, urban, disabilities)				
pe4	Percentage of complete schools				
	Outputs indicators – to establish new schools (#) and phase out incomplete primary schools (#)				
	Program: Multi-grade Teaching				
	Number of newly multi-grade teaching classes				
	Number of newly trained multi-grade teachers				
	Program: School Construction				
	Number of 3 class room buildings constructed and equipped with furniture				
	Number of 5 class rooms buildings to complete the incomplete schools constructed and equipped with furniture				
	Textbook Provision Program				
	Number of textbooks provided to meet the norm for newly established schools				
	Number of textbooks provided to meet the norm for current schools				
	Program: School Block Grant				
	Number of Block Grants for newly established schools				
	Program: School Feeding				
	Number of school feeding program for newly established schools				
	Number of school feeding program for current schools				
	Program: PRESET				
	Number of PRESET Qualified Teacher Trained for newly established schools (DEB)				
	Program: School Library				
	Number of library packages for newly established schools				
	Number of library packages for current schools				
	Program: Inclusive Education				
	Disability study completed				
	Interventions to support children with disability piloted				

PILLAR 2 CORE INDICATOR REPORTING MATRIX

Code	Sub-Sector Indicator	Baseline (Oct 2013)	Annual Performance Targets	Annual Performance Achievements	Comment
pe	Primary Education				
	Strategic Framework: Quality, Relevance, and Efficiency				
	Outcome: Quality, Relevance, and Efficiency Improved				
pe5	Survival rate to G5				
pe6	Dropout rate				
pe7	Repetition rate				
pe8	Promotion rate				
pe9	Completion rate				
pe10	Percentage of G3 students reaching level 4-6 competency in ASLO for Lao language				
pe11	Percentage of G3 students reaching level 4-6 competency in ASLO for Mathematics				
pe12	Percentage of students who can read Lao Language in Grade 1-3 EGRA fluently (grade to focus and words per minute)				
pe13	Percentage of schools meeting EQS				
	Output indicators				
	Program: PRESET				
	Number of PRESET Qualified Teacher Trained for filling the gap of teachers in current schools				
	Program: Teacher Deployment				
	Number of TTC new graduates deployed to schools to meet teacher norm				
	Program: Block Grant and Community Grant				
	Number of Block Grants provided				
	Number of Community Grants provided				
	School Meal Program				
	Number of schools have school meal program				
	Number of VEDC/SP received training to manage and operate the program				
	Scholarship Program				
	Number of students received scholarships				
	Program: ASLO for Lao language and Mathematics				
	ASLO for G3 for Lao language and Mathematics				
	ASLO for G3 developed/revised for Lao language				
	ASLO for G3 conducted for Lao language				
	ASLO for G3 Report disseminated for Lao language				
	ASLO for G3 developed/revised for mathematics				
	ASLO for G3 conducted for mathematics				
	ASLO for G3 Report disseminated for mathematics				
	ASLO for G5 for Lao language and Mathematics				

Code	Sub-Sector Indicator	Baseline (Oct 2013)	Annual Performance Targets	Annual Performance Achievements	Comment
	ASLO for G5 developed/revised for Lao language				
	ASLO for G5 conducted for Lao language				
	ASLO for G5 Report disseminated for Lao language				
	ASLO for G5 developed/revised for mathematics				
	ASLO for G5 conducted for mathematics				
	ASLO for G5 Report disseminated for mathematics				
Early Grade Reading Assessment and Assistant program					
	EGRA Textbook developed				
	Number of EGRA textbooks printed and distributed to schools				
	Number of staff trained on EGRA monitoring				
	Number of teachers and staff trained on EGRA				
	EGRA for G3 report finalised and shared				
Program: INSET Training					
	Number of teachers received training in special needs				
	Number of teachers received full package of So/EQS training				
	Number of teachers received training on teaching techniques				
	Percentage of teachers have updated lesson plans				
Program: School Construction and Facilities					
	Number of classrooms constructed and equipped with furniture to maintain 36 student in single grade and 40 students in multi-grade				
	Number of old buildings renovated and equipped with furniture				
	Number of school has water source (hand-pump / water tanks)				
	Number of latrines constructed to meet the need				
Program: VEDC Training					
	Number of VEDC members completed So/EQS training				
Program: School Principal Training and Deployment					
	Number of school principals have 8+3 qualification with 3 years teaching experience deployed to schools				
	Number of school principals completed all So/EQS training programs (7)				
Program: School Quality Assurance System					
	So/EQS standards and assessment procedure finalised				
	Number of staff trained on So/EQS assessment				
	Number of schools assessed using So/EQS standards				
Program: Multi-grade Teaching					
	Number of multi-grade teachers trained				
	Number of training materials packages provided				
Program: Teacher Training Colleges Development					
	Number of teacher training facilities upgraded				
	Number of TTC teacher trainers received required courses				
	Number of TTC assessed using TTC minimum standard				

Code	Sub-Sector Indicator	Baseline (Oct 2013)	Annual Performance Targets	Annual Performance Achievements	Comment
	Curriculum revised to meet the demand of skills				
Program: Textbook, Teaching Guide and Materials Development and Provision					
	Number of textbooks provided to schools to meet the norm of 1 sets of textbooks per one student				
	Number of full set of teaching guide provided				
	Number of standard package of teaching materials provided to schools				
Program: School Based Management					
	Average number of instructional hours				
Program: Sports					
	Number of sports facilities constructed/renovated				
	Number of sports equipment provided				
	Number of sports teachers trained and deployed to schools				
	Number of sports competition locally conducted				
Program: School Health					
	Number of first aid kits provided to schools				
	Number of students got health checked up				
	Number of students regularly got deworming medicine				

PILLAR 3 CORE INDICATOR REPORTING MATRIX

Code	Sub-Sector Indicator	Baseline (Oct 2013)	Annual Performance Targets	Annual Performance Achievements	Comment
pe	Primary Education				
	Strategic Framework: Governance, Accountability, and Performance Management				
	Outcome; Resources used more timely, effectively and efficiently				
pe14	The share of GDP accounted for by government expenditure on education				
pe15	The share of total government expenditure accounted for by education				
pe16	Percentage of expenditure				
pe17	Per capita recurrent expenditure				
pe18	Percentage share of education recurrent and investment budget				
	Output indicators				
	Program: Planning based on results				
	Number of staff (central, province, district, SP) trained on result based planning				
	Number of PESs have result based sub-sector annual plan				
	Number of schools have School Improvement Plans				
	Central annual sub-sector review conducted				
	Program: Budgeting based on results				
	Number of staff (central, province, district, SP) trained on result based budgeting				
	Percentage share of annual education budget to primary education				
	Program: Implementation based on results				
	Number of policies developed to sustain the program				
	Number of procedures developed to guide program implementation				
	Number of financial management systems revised to support program implementation				
	Number of staff (central, province, district, SP) trained on financial management				
	Number of rules (Prakas, Sub-decree) developed and approved				
	Number of impact evaluations conducted				
	Program: Monitoring and supervision based on results				
	Results based M&E system developed, piloted, and finalized				
	Number of staff (central, province, district, SP) trained on data collection and data collected at the same time				
	Number of PESs have result based monitoring plan				
	Number of DEBs have result based monitoring plan				
	Number of staff (central, province, district, SP) trained on conducting monitoring, reporting, and review				

Code	Sub-Sector Indicator	Baseline (Oct 2013)	Annual Performance Targets	Annual Performance Achievements	Comment
	Number of central staff person days conducted result based monitoring visits				
	Number of PES staff person days conducted result based monitoring visits				
	Number of DEB staff person days conducted result based monitoring visits				
	Number of research conducted				
Program: Advance capacity building and exchange visits					
	Number of staff (central, province) travelled to study abroad				
Program: Administrative and operational support					
	Number of administrative and human resource policies developed				
Program: Financial Management					
	Number of schools have proper financial management records				
	Number of staff received financial management and procurement training				

B. Annual Primary Education Sub-Sector Performance Report

The Annual Primary Education Sub-Sector Performance Report will be written utilizing the following format:

EXECUTIVE SUMMARY

1. Introduction
 - 1.1. Background
 - 1.2. Rationale
 - 1.3. Objectives of the Report
2. Methodology
 - 2.1. Design
 - 2.2. Sampling
 - 2.3. Instruments
 - 2.4. Analysis
3. Findings
 - 3.1. Pillar 1
 - 3.1.1. Output
 - 3.1.2. Outcome
 - 3.1.3. Analysis
 - 3.1.4. Recommendations
 - 3.2. Pillar 2
 - 3.2.1. Output
 - 3.2.2. Outcome
 - 3.2.3. Analysis
 - 3.2.4. Recommendations
 - 3.3. Pillar 3
 - 3.3.1. Output
 - 3.3.2. Outcome
 - 3.3.3. Analysis
 - 3.3.4. Recommendations
4. Summary and Conclusions
 - 4.1. Summary
 - 4.2. Annual Primary Education Performance Scorecard
 - 4.3. Conclusions
5. Overall Recommendations
 - 5.1. Planning Recommendations
 - 5.2. Policy Recommendations