

Country Reports on School Based Management in Lao PDR

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Decree 01/PM of the Prime Minister

Strengthening

- Provinces into strategic units,
- Districts into planning and budget units,
- Villages into implementing units

Fundamental Concepts

- **Concept of Deconcentration:** Authority is devolved to administrative levels closer to the institutional operations, but administratively under the authority of the central organization.
- **Concept of Decentralization:** Authority is devolved to administrative levels closer to the institutional operations administratively, but with a high degree of autonomy in relation to the authority of the central organization.
- The process in Lao People's Democratic Republic (LAO PRD) is **deconcentration**, not decentralization. Authority is devolved to appointed bodies (PES, DEBs) in the overall Ministry of Education organizational structure

Deconcentration Objectives # 1

Strengthening the rights and developing the responsibilities of communities in:

- Using their potential and capacity for socio-economic development in the spirit of "self-mastery, self-reliance, and self-strengthening" to decrease dependence on higher levels, and
- Upgrading the capacity of the local and grassroots level in administration and micro-planning and management.

Deconcentration Objectives # 2

- Support for continuous socio-economic development of localities and regions.
- Create economic structures by combining agriculture/-forestry, industries and the service sector for expanded production of goods in different regions of the country for internal consumption and export.
- Upgrade the standard of living of the population and gradually alleviating poverty among the population, specifically those living in rural and remote areas.
- Promote division of labor and coordination between localities and regions.

Deconcentration Objectives # 3

- Bring Party directives and Government Policy to organizations at the grassroots level, as well as "bottom-up" planning and budgeting methods.
- Encourage productive individuals and families to participate actively in the process of preparation and implementation of plans and budgets.

The Province as the Strategic Unit for Development

- The province will be capable of supervising and leading management in all areas.
- The province will prepare long (10 years), medium (5 years), and short (one year) socio-economic development plans with two main sections:
 - An overall report on the socio-economic development plans, and
 - An investment plan.

District as a Planning and Budgeting Unit

- The district will prepare plans and projects, monitor and evaluate their implementation, and report to the concerned service at the provincial level.
- The district development plan will specify the targets for each sector in terms of production services, and socio-cultural activities.
- State investment, private investment and investment from the community will be taken into account.
- Five year and one year plans will be prepared.

The Village as the Basic Implementation Unit

- The village will prepare a development plan reflecting party policy and resolutions, village guidelines activities and targets to be achieved.
- Activities will aim at expanding production and services, improving the quality of life, and eradicating poverty.

Education Sector Deconcentration

- Center: Policy authority, national curriculum and standards, supervision and control, post-secondary education, personnel management, and allocation of resources.
- PES: Strategy development, medium and long term planning, and secondary general and vocational education.
- DEB: Annual planning and budgeting, collection of statistics, pre-primary, primary and non-formal education.
- Schools: Implementations.
- VEDC & Pupil Parent-Associations. Community support.

Deconcentration in education is a continuing process.

- Legal and regulatory framework,
- Devolutions of roles and functions
- Transfers of resources and capacity building

- Capacity Development of Education Planning, Administration and Management.

Major constraints in process and functioning of a deconcentrated education system

- Organization
- Planning
- Education finance
- Personnel & human resources management
- Academic management
- Facilities and procurement

Issues to be Addressed to Overcome these Constraints

- Regulatory framework - unclear, insufficiently detailed, inadequately disseminated;
- Capacity building
 - Qualitative (education, training, & professional experience), and
 - Quantitative (staff shortages & mismatches; equipment);
- Information - deficiencies in availability, accuracy, relevance, and timeliness;
- Coordination
 - vertically (within MOE), and
 - horizontally (between MOE and other central and local government institutions);
- Administrative Processes - cumbersome, time-consuming, inadequate;
- Resources - shortages of financial and material resources, inappropriate use of available resources both financial and material.

Organizational Issues

- Inter-Ministerial Relations
- Vertical and Horizontal Relations
- MOE Structure and Operations
- Recruitment and Retention of Staff
- Academic management
- In-service training and the curriculum
- Facilities and Procurement

The End
Thank you