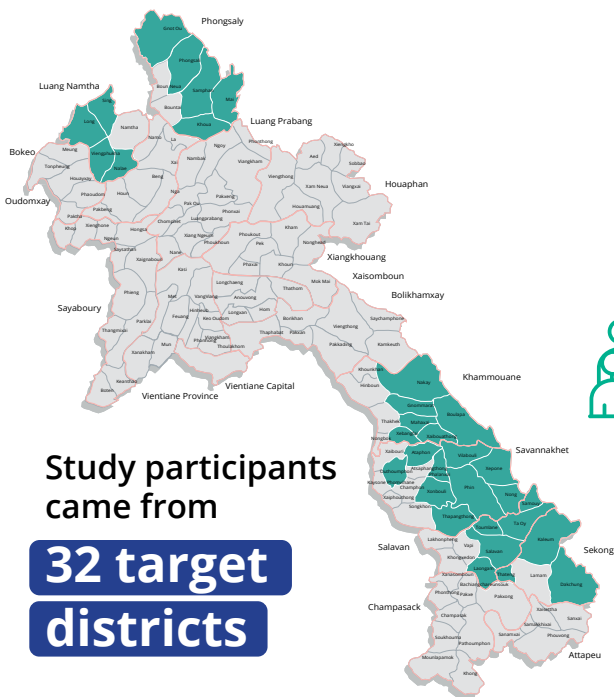


# AUSTRALIA'S INVESTMENT IN TEACHER DEVELOPMENT IN LAO PDR

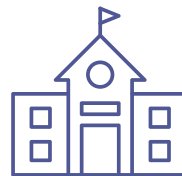
## Baseline results – May 2019

Student dropouts, grade repetition and low levels of learning achievement are major challenges in education in Lao PDR. Below are the key results of data collected from primary schools across Lao PDR in April 2019. This data acts as a baseline before the introduction of a new primary education curriculum supported by Australia's flagship program in Lao PDR - the Basic Education Access in Lao PDR program (BEQUAL). Further data will be collected in 2021 and 2022 to determine the impact of Australia's investments in teacher development through the BEQUAL program on improving teaching and student learning.



Study participants came from

**32 target districts**



**355 schools**



**347 G1 Teachers (55% female)**

**348 Principals (23% female)**



**2,269 G1 students**

**(47% female)**

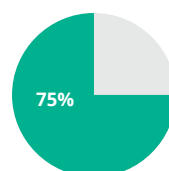
## TEACHER CHALLENGES



The **shortage of instructional materials** was reported as the primary issue in schools



Nearly all teachers indicated confidence with their Lao language teaching skills



Nearly **75%** of teachers whose native language is other than Lao used mother tongue language in the classroom



**Almost 3/4** of teachers reported no specific training on teaching Lao language in the past 2 years



**G1 Teachers** used a:

- limited range of approaches for teaching Lao language
- limited set of resources
- narrow range of methods to assess student learning



**Nearly half** of G1 teachers had undertaken some form of **in-service training** in the last 2 years



**3/4 teachers** reported some form of teaching supervision in the past year

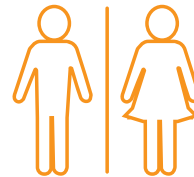
## STUDENT CHALLENGES



Only **3%** of G1 students were proficient in Lao language literacy – **80%** struggled to know the expected range of basic letters



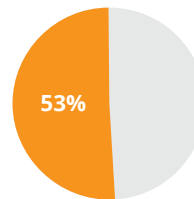
G1 teachers reported **low Lao language skills** as the most pressing concern for student learning



There was **no difference** in average test performance between **male and female** students



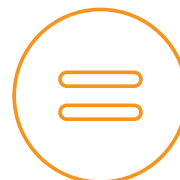
**49%** of G1 teachers reported **student absenteeism** as a key challenge to Lao language learning



More than **half** of G1 teachers reported that students were not ready to start school



Students who spoke **Lao-Tai** at home had **higher test performance** than students who spoke other languages



There were **no clear differences** in students' test performance regardless of the teacher's qualifications or in-service training

To read the full Lao PDR [baseline report please visit the DFAT website](#). The next two cycles of the Lao PDR study will explore the impact of the implementation of the BEQUAL program, and include questions about the impact of the COVID-19 pandemic on teachers, students and schools.