LADLF Laos-Australia DEVELOPMENT LEARNING FACILITY

An Australian Aid project managed by Adam Smith International

The readiness and motivation of teachers and principals to change basic education teaching practices in Lao PDR

September 2016

Adam Smith International

Australian Aid

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Abbreviations

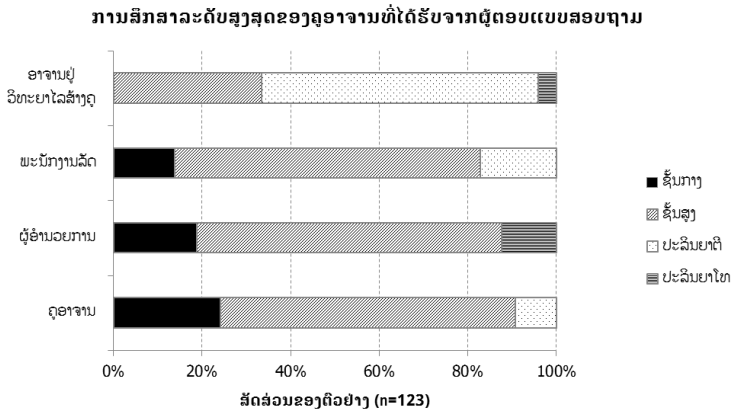
ASLO III	National Assessment of Student Learning Outcomes Study III (2013-14)
BEQUAL	Basic Education Quality and Access in Laos
DFAT	Department of Foreign Affairs and Trade
DESB	District Education and Sports Bureau
ESRC	Education and Sports Research Centre
KII	Key Informant Interviews
LADLF	Laos Australia Development Learning Facility
MOES	Ministry of Education and Sports
PA	Pedagogical Adviser
PESS	Provincial Education and Sports Section
PMO	Prime Minister's Office
RIES	Research Institute for Education Sciences
SSI	Semi Structured Interviews
TTC	Teacher Training College
UBD	Understanding By Design
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Emergency Fund
VEDC	Village Education Development Committee

ຄວາມພ້ອມຂອງຄູ ໃນການປ່ຽນແປງ

ສູນພັດທະນາການຮຽນຮູ້ ລາວ-ອໍສ໌ເຕຣເລຍ (LADLF) ແລະແຜນງານປັບປຸງຄຸນະພາບ ແລະການຂະຫຍາຍໂອກາດການເຂົ້າຮຽນຂັ້ນພື້ນຖານຢູ່ ສປປ ລາວ (BEQUAL) ໄດ້ດຳເນີນການເຮັດບົດສຶກສາ ໃນປີ 2016 ເພື່ອຄົ້ນຄວ້າເບິ່ງຄວາມພ້ອມ ແລະສິ່ງຈູງໃຈຂອງຄູປະຖົມ ໃນການປັບປ່ຽນວິທີການສອນ. ຈຸດປະສົງຂອງການສຶກສານີ້ ແມ່ນເພື່ອສະໜອງຂໍ້ມູນໃຫ້ກັບຄະນະຊີ້ນຳແຜນງານ BEQUAL, ກະຊວງການຕ່າງປະເທດ ແລະການຄ້າ ອໍສ໌ເຕຣເລຍ (DFAT), ແລະຄະນະຮັບຜິດຊອບຈັດຕັ້ງປະຕິບັດແຜນງານ BEQUAL ໃນການຕັດສິນໃຈດ້ານ ຍຸທະສາດ ແລະການບໍລິຫານ. ບົດສຶກສານີ້ ໄດ້ອະທິບາຍ ແລະວິເຄາະຄວາມພ້ອມຂອງຄູປະຖົມ ທີ່ຈະປ່ຽນ, ປັດໄຈທີ່ກະຕຸ້ນໃຫ້ປ່ຽນ, ແລະອຸປະສັກທີ່ພົບໃນການປ່ຽນແປງວິທີການສອນ ແລະສິ່ງທີ່ພວກເຂົາສອນ.

ຄຳຖາມຫຼັກ ຂອງບົດສຶກສາ

ຄຳຖາມຫຼັກຂອງບົດສຶກສານີ້ແມ່ນວ່າ “ຄູ ແລະອຳນວຍການ ມີຄວາມພ້ອມ ແລະຕັ້ງໃຈຫຼາຍປານໃດ ທີ່ຈະປັບປ່ຽນເນື້ອໃນ ແລະຮູບແບບການສອນ ເພື່ອທີ່ວ່າຕົນເອງຈະໄດ້ສອນຢ່າງມີປະສິທິພາບ?” ບົດສຶກສານີ້ ໄດ້ ປະເມີນເບິ່ງທັດສະນະຂອງຄູ ແລະອຳນວຍການໂຮງຮຽນ ຕໍ່ການຈັດຕັ້ງປະຕິບັດການປ່ຽນແປງ ແລະມຸມມອງຕໍ່ອຸປະສັກ ໃນການຮັບເອົາວິທີການໃໝ່ເຂົ້າໃນການສອນ. ບົດສຶກສາ ໄດ້ພິຈາລະນາເຖິງຄວາມເຂົ້າໃຈຕໍ່ກັບ ແນວຄວາມຄິດທີ່ໄດ້ຮຽນຜ່ານມາ, ລວມເຖິງປັດໄຈທາງດ້ານສະພາບແວດລ້ອມອື່ນໆເຊັ່ນ ການຊຸກຍູ້ຈາກຊຸມຊົນ ແລະທາງດ້ານວິຊາການ ເພື່ອການປ່ຽນແປງພຶຕິກຳ, ແລະສິ່ງຈູງໃຈ ກັບສິ່ງຕອບແທນສ່ວນຕົວ ວ່າຈະມີອິທິພົນຕໍ່ຄວາມຕັ້ງໃຈຂອງຄູ ທີ່ຈະປ່ຽນແປງປານໃດ.



ບົດສຶກສານີ້ ປະກອບມີການສຶກສາເອກະສານ, ການສຳພາດແບບມີໂຄງຮ່າງ ແລະແບບເຄິ່ງ ໂຄງຮ່າງ ກັບພະນັກງານເມືອງ (ຫົວໜ້າຫ້ອງການສຶກສາເມືອງ ແລະນິເທດ), ອຳນວຍການ ແລະຄູ ທັງໃນໂຮງຮຽນປະຖົມ ແລະວິທະຍາໄລສ້າງຄູ. ທີມງານສຶກສາ ໄດ້ສຳພາດ 123 ຄົນ, ເຊິ່ງລວມມີຄູປະຖົມ 54 ຄົນ, ອຳນວຍການ 16 ຄົນ, ອາຈານວິທະຍາໄລຄູ 24 ຄົນ ແລະພະນັກງານສຶກສາເມືອງ 29 ຄົນ (ສ່ວນຫຼາຍແມ່ນນິເທດ) ຈາກ 3 ແຂວງ ເຊິ່ງມີ 6 ຕົວເມືອງ ເປົ້າໝາຍຂອງແຜນງານ BEQUAL ກຸ່ມທີ 1 ແລະກວມເອົາ 18 ໂຮງຮຽນ. ບົດສຶກສານນີ້ ຍັງປະກອບມີການ ສຳພາດກຸ່ມຜູ່ໃຫ້ຂໍ້ມູນຫຼັກ ເຊິ່ງແມ່ນພະນັກງານຂະແໜງສຶກສາຂັ້ນແຂວງ ແລະສູນກາງ.

ບົດສຶກສາ ໄດ້ຢັ່ງເບິ່ງຄວາມເຊື່ອ ແລະທັດສະນະຂອງຄູ ແລະອຳນວຍການ ກ່ຽວກັບການສອນໃນ 5 ດ້ານ ເພື່ອປະເມີນທ່າອ່ຽງຄວາມພ້ອມໃນການປ່ຽນພຶຕິກຳການສອນຂອງຄູ:

1. ທັດສະນະຂອງຄູ ແລະ ອຳນວຍການ ຕໍ່ກັບຄວາມຈຳເປັນທີ່ຈະຕ້ອງປ່ຽນວິທີການສອນໃນປະຈຸບັນ ເພື່ອຍົກລະດັບຄຸນະພາບຜົນການຮຽນຂອງນັກຮຽນ,

2. ທັດສະນະຂອງຄູ ແລະອຳນວຍການ ຕໍ່ກັບຄວາມສຳຄັນຂອງການນຳໃຊ້ຫຼາຍວິທີການສອນທີ່ແຕກຕ່າງກັນ (ລວມເຖິງ ການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ) ເພື່ອຍົກລະດັບຄຸນະພາບຜົນການຮຽນຂອງນັກຮຽນ,
3. ຄວາມເຂົ້າໃຈ ແລະຄວາມເຊື່ອໝັ້ນຂອງຄູ ແລະອຳນວຍການ ຕໍ່ກັບຮັບເອົາວິທີການສອນແບບໃໝ່ ລວມ ເຖິງ ການນຳໃຊ້ການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ,
4. ຂອບເຂດ ແລະປະເພດຂອງການສົ່ງຂ່າວ ແລະການສະໜັບສະໜູນອື່ນໆໃນປະຈຸບັນ ທີ່ສະໜອງໃຫ້ແກ່ຄູ ເພື່ອຊ່ວຍໃຫ້ແກ່ເຂົາປ່ຽນວິທີການສອນ ແລະນຳໃຊ້ການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ,
5. ທັດສະນະຂອງຄູ ຕໍ່ກັບຄ່າຕອບແທນ ແລະສິ່ງບໍ່ຈູງໃຈຕ່າງໆໃນການດຳເນີນການປ່ຽນແປງ ລວມເຖິງການ ນຳໃຊ້ການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ.

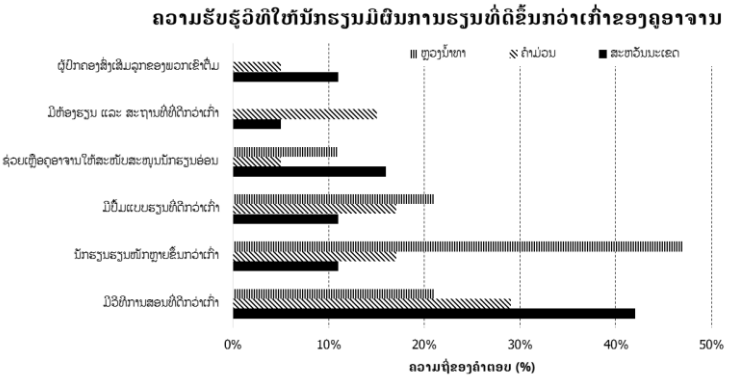
ການຄົ້ນຄິດກ່ຽວກັບຫຼັກການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ

ບົດສຶກສານີ້ ເອົາຫຼັກການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ ເປັນຈຸດເລີ່ມຕົ້ນໃນການສົນທະນາກັບຄູ ກ່ຽວກັບ ທັດສະນະຂອງເຂົາຕໍ່ກັບວິທີການສອນຫຼາຍແບບ, ການປ່ຽນແປງໃນວິທີການສອນຂອງເຂົາ, ແລະອຸປະສັກທີ່ ເຂົາ ພົບໃນການຮັບເອົາການປ່ຽນແປງຕໍ່ວິທີການສອນຂອງຕົນ. “ການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ” ໃນທີ່ ນີ້ ໝາຍເຖິງ ວິທີການທີ່ຄູສາມາດລະບຸຄວາມຕ້ອງການດ້ານການຮຽນຂອງນັກຮຽນແຕ່ລະຄົນ, ຊອກຫາວິທີການ ຕອບສະໜອງຄວາມຕ້ອງການນັ້ນ, ແລະສາມາດຈັດຕັ້ງປະຕິບັດວິທີການເຫຼົ່ານັ້ນໄດ້.

ຜົນການສຶກສາອື່ນໆຜ່ານມາໃນ ສປປ ລາວ ສະແດງໃຫ້ເຫັນວ່າ ເຖິງວ່າການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ ຈະຖືວ່າມີຄວາມສຳຄັນ, ວິທີການສອນຕົວຈິງໃນຫ້ອງຮຽນ ພັດສຸມໃສ່ວິທີການແບບຄູອະທິບາຍ ນັກຮຽນຈົດກ່າຍ ທ່ອງຈຳຈາກປຶ້ມ. ບົດສຶກສານີ້ ພົບວ່າ ເຖິງວ່າຄູຈະຮູ້ກ່ຽວກັບ “ວິທີການສອນແບບເອົານັກຮຽນເປັນໃຈກາງ”, ແຕ່ ໃນດ້ານຄວາມເຂົ້າໃຈຂອງເພິ່ນແມ່ນ ບໍ່ໄດ້ຄິດວ່າວິທີການນີ້ເປັນກອບແນວຄວາມຄິດອັນໜຶ່ງ, ແຕ່ສ່ວນຫຼາຍ ຄິດ ວ່າເປັນກິຈະກຳການສອນຕົວຈິງອັນໜຶ່ງທີ່ໃຊ້ໃນຫ້ອງຮຽນເທົ່ານັ້ນ. ເຖິງແນວນັ້ນກໍ່ຕາມ, ບົດສຶກສານີ້ ສະແດງ ໃຫ້ເຫັນວ່າ ທັງຄູ ແລະສຶກສາເມືອງ ແມ່ນມີຄວາມສົນໃຈທີ່ຈະຕອບສະໜອງຕໍ່ຄວາມຕ້ອງການຂອງ ນັກຮຽນທີ່ ອ່ອນ ແລະຜັກດັນການມີສ່ວນຮ່ວມຂອງນັກຮຽນໃນຫ້ອງຮຽນ, ແຕ່ພວກເຂົາບໍ່ຄ່ອຍມີເຄື່ອງມືຊ່ວຍໃນ ການເຮັດ ແນວນັ້ນ.

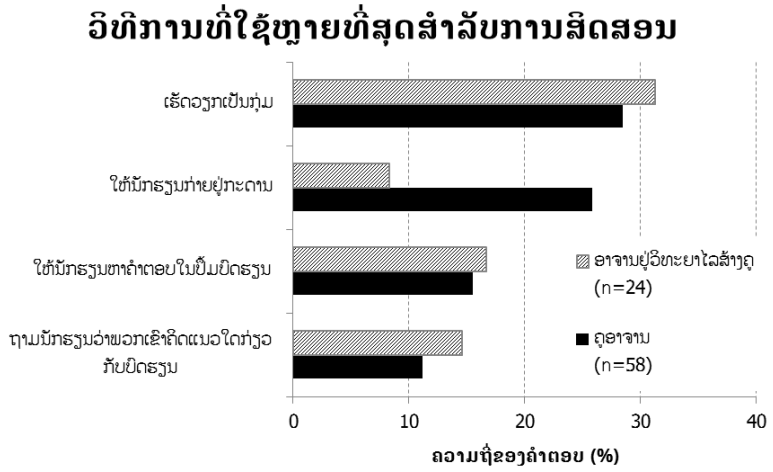
ຜົນການສຶກສາ

ບົດສຶກສານີ້ ພົບວ່າ ໂດຍທົ່ວໄປ ຄູເຊື່ອວ່າ **ວິທີ ການສອນທີ່ດີກ່ວ່າ ຈະຊ່ວຍໃນການຍົກລະດັບ ຜົນການຮຽນຂອງນັກຮຽນ**. ແຕ່ໃນບາງເຂດ ຄູ ພັດເຊື່ອວ່າ ປັດໄຈອື່ນສຳຄັນກ່ວ່າ, ເຊັ່ນ ການ ຍົກລະດັບການມາໂຮງຮຽນຂອງນັກຮຽນ ແລະ ການສະໜັບສະໜູນຈາກຄອບຄົວ ຕໍ່ການສຶກສາ ຂອງເດັກ. ບັນຫາການຂາດສອນ ຍັງພົ້ນອອກ ມາຢູ່ໃນຫຼາຍເຂດ. ໂດຍລວມແລ້ວ, ຄູເຊື່ອວ່າ



ການທີ່ເດັກຮຽນ ໜັກຂຶ້ນ (ລວມເຖິງ ການມາຮຽນຢ່າງເປັນປົກກະຕິ ແລະການເຮັດວຽກບ້ານ) ກໍ່ເປັນປັດໄຈສຳ ຄັນ ທຽບເທົ່າກັບ ວິທີການສອນທີ່ດີຂຶ້ນ ເພື່ອຊ່ວຍໃນການຍົກລະດັບຜົນການຮຽນຂອງນັກຮຽນ, ເຊິ່ງຄວາມເຊື່ອ ນີ້ ມີທ່າອ່ຽງໃນ ການຈຳກັດຄວາມສຳຄັນຕໍ່ການປ່ຽນວິທີການສອນຂອງຄູເອງ.

ຄູຂາດຂໍ້ມູນກ່ຽວກັບຜົນການຮຽນຂອງນັກຮຽນ ທີ່ຈະຊ່ວຍພວກເພິ່ນໃນການປະເມີນຜົນສຳເລັດ ຫຼືຈຸດອ່ອນຂອງ ວິທີການສອນຂອງຕົນ, ຍົກເວັ້ນກໍລະນີທີ່ມີນັກຮຽນທີ່ໄດ້ເຂົ້າເສັງນັກຮຽນເກັ່ງ ຫຼືໄດ້ທີ່ດີໃນການເສັງ ປ 5. ເມື່ອ ຂາດຂໍ້ມູນກ່ຽວກັບຜົນການຮຽນຂອງນັກຮຽນ ຫຼືການສົ່ງຂ່າວຈາກຜູ້ເປັນຫົວໜ້າ, ຄູຈຶ່ງມັກຈະເຂົ້າໃຈວ່າຕົນເອງ ຈະມີຄວາມສາມາດໃນການສອນຫຼາຍປານໃດນັ້ນ ຂຶ້ນກັບວ່າຕົນປະຕິບັດຕາມຫຼັກການສອນທີ່ “ດີ” ໄດ້ຫຼາຍ ປານໃດ, ແທນທີ່ຈະເບິ່ງຢູ່ບ່ອນວ່າຕົນຊ່ວຍສ້າງການປ່ຽນແປງຕໍ່ຜົນການຮຽນຂອງນັກຮຽນໄດ້ປານໃດ.



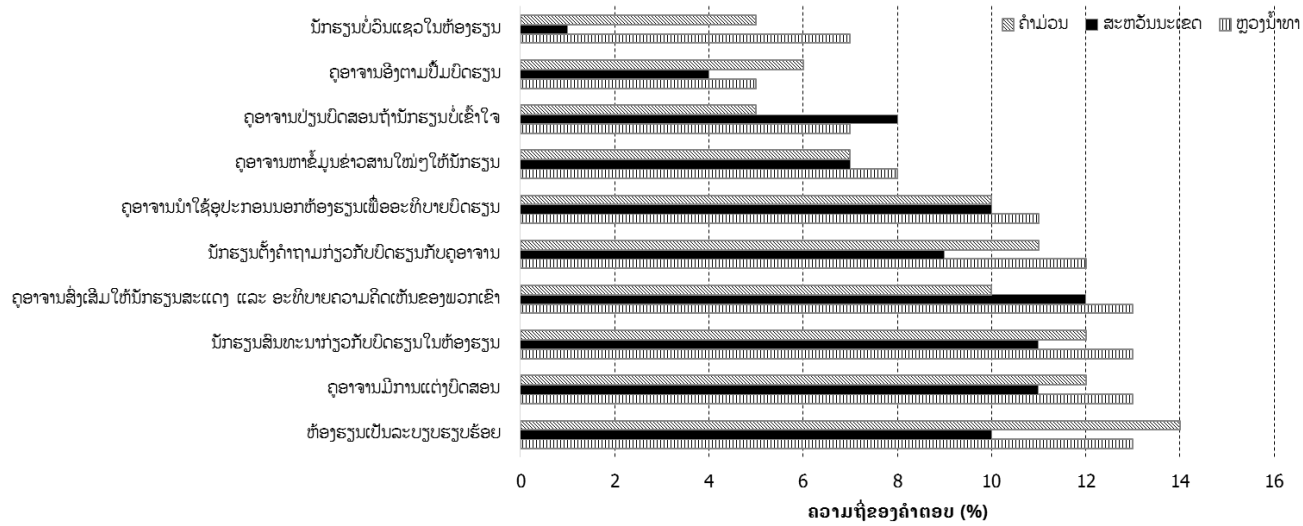
ຄູມີຄວາມຕັ້ງໃຈທີ່ຈະຮັບເອົາວິທີການ ສອນແບບໃໝ່ ຖ້າເຂົາໄດ້ຮັບການສະໜັບ ສະ ໜູນ ແລະເຫັນເຖິງຜົນປະໂຫຍດທີ່ ນັກຮຽນຈະ ໄດ້ຮັບ ຈາກການນຳໃຊ້ວິທີການ ສອນໃໝ່. ຄູ ເກືອບທຸກຄົນທີ່ຖືກສຳພາດ ເຄີຍ ໄດ້ນຳໃຊ້ວິທີ ການສອນແບບໃໝ່ ມາແລ້ວ ຕັ້ງແຕ່ຮຽນຈົບ ສ້າງຄູ ແລະກ່າວເຖິງຄວາມ ເຂົ້າໃຈ ແລະຜົນ ການຮຽນທີ່ດີຂຶ້ນຂອງ ນັກຮຽນ ວ່າເປັນ ເຫດຜົນຫຼັກທີ່ພວກເຂົາສືບຕໍ່ ນຳໃຊ້ວິທີການ ສອນແບບໃໝ່ນັ້ນ. ໃນຂະນະ ດຽວກັນ, ການ ປ່ຽນແປງທີ່ຄູຍົກຂຶ້ນມານັ້ນ ຖືວ່ານ້ອຍຫຼາຍ ໃນສາຍຕາພາຍນອກ. ຄູຈຳນວນໜຶ່ງ ກ່າວເຖິງ ການ ປັບປຸງບັດຄຳທີ່ ໃຊ້ໃນການສອນພາສາລາວ ເຊັ່ນ ຈາກບັດທີ່ມີແຕ່ຕົວໜັງສື ມາເປັນບັດທີ່ມີຕົວໜັງສື ພ້ອມພາບ ປະກອບຂາວດຳ , ແລ້ວມາເປັນບັດທີ່ມີຕົວໜັງສືພ້ອມພາບປະກອບສີ. ຄວາມສຳຄັນທີ່ໃຫ້ກັບການປ່ຽນແປງເລັກ ນ້ອຍນີ້ ຊີ້ໃຫ້ ເຫັນວ່າ ອາດຕ້ອງໃຊ້ເວລາ ແລະບາດກ້າວນ້ອຍໆຫຼາຍກ້າວ ຈຶ່ງຈະສາມາດບັນລຸການປ່ຽນແປງ ທີ່ຈະຊ່ວຍຜົນ ການຮຽນຂອງເດັກໄດ້.

ຄູ ໄດ້ສະທ້ອນໃຫ້ເຫັນເຖິງ **ອຸປະສັກທີ່ອາດມີຕໍ່ການຮັບເອົາວິທີການສອນແບບໃໝ່**. ອຸປະສັກເຫຼົ່ານັ້ນ ລວມມີ: ຄວາມສົງໄສກ່ຽວກັບວິທີການສອນແບບໃໝ່ນັ້ນ ວ່າເປັນວິທີທີ່ “ຖືກ” ຫຼືບໍ່; ຄວາມເຂົ້າໃຈຂອງຄູຕໍ່ກັບວິທີການ ສອນແບບໃໝ່ນັ້ນ; ການສະໜອງອຸປະກອນຊ່ວຍໃນການນຳໃຊ້ເຕັກນິກການສອນແບບໃໝ່ນັ້ນ; ຄວາມ ຫຍຸ້ງຍາກໃນການຮັບມືກັບຄວາມແຕກຕ່າງຂອງນັກຮຽນໃນຫ້ອງ; ຫຼືການທີ່ຕ້ອງເຮັດວຽກເພີ່ມ ໃນການຈັດຕັ້ງ ປະຕິບັດເຕັກນິກໃໝ່ນັ້ນ. ຄູຫຼາຍຄົນ **ກັງວົນກ່ຽວກັບການນຳໃຊ້ກິຈະກຳໃໝ່** ທີ່ຕ້ອງອາໄສການມີສ່ວນຮ່ວມຂອງ ນັກຮຽນຫຼາຍຂຶ້ນ ເພາະວ່າມັນອາດໃຊ້ເວລາຫຼາຍເກີນໄປ ແລະອາດພາໃຫ້ບົດສອນບໍ່ໝົດ. ຄູຈະຮູ້ສຶກເຖິງບັນຫາ ນີ້ຮຸນແຮງທີ່ສຸດ ເວລາທີ່ສອນນັກຮຽນທີ່ພາສາລາວບໍ່ແມ່ນພາສາແມ່ ຫຼືເວລາສອນຫ້ອງຄວບ. ຂໍ້ຈຳກັດທາງດ້ານ ພາສາລາວໃນຊ່ວງທຳອິດ ເປັນເຫດຜົນທີ່ຖືກຍົກຂຶ້ນມາເລື້ອຍ ວ່າເປັນສາເຫດທີ່ນັກຮຽນຕ້ອງໄດ້ເຮັດວຽກບ້ານ, ຖ້າບໍ່ຊັ້ນ ນັກຮຽນຈະບໍ່ສາມາດຮຽນທັນນຳບົດຮຽນທີ່ຄູສອນ. ບົດສຶກສາ ຍັງພົບວ່າ ຂໍ້ຈຳກັດທາງດ້ານຄວາມ ສາມາດຂອງຄູເອງ ໃນການເຂົ້າໃຈເຖິງແນວຄວາມຄິດທີ່ວ່າການສອນນັ້ນປັບປ່ຽນກັນໄດ້ (ເປັນຕົ້ນແມ່ນການນຳ

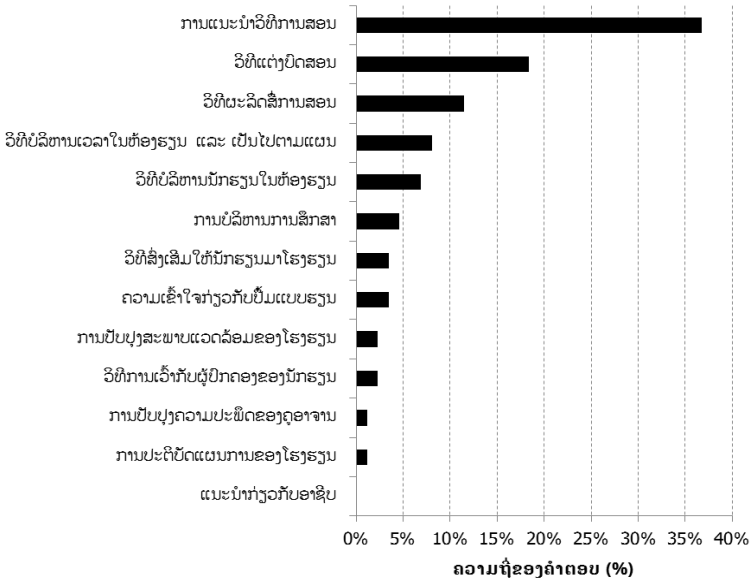
ໃຊ້ວິທີການສອນຫຼາຍແບບ ໃນຫຼາຍສະຖານະການ) ຈະມີຜົນຕໍ່ຄວາມສາມາດຂອງຄູໃນການຮັບເອົາວິທີການ ໃໝ່ມາໃຊ້.

ການສະໜັບສະໜູນເພື່ອຊ່ວຍຊຸກຍູ້ການຍົກລະດັບວິທີການສອນໃນປະຈຸບັນ ເຫັນວ່າ ຍັງບໍ່ພຽງພໍ. ເຖິງແມ່ນວ່າ ຈະມີການຢ້ຽມຢາມຈາກນິເທດ ແລະຄູສ່ວນຫຼາຍກໍ່ຍິນດີທີ່ມີນິເທດລົງ, ແຕ່ການຢ້ຽມຢາມບໍ່ຮອດສອງຄັ້ງຕໍ່ປີ ຄືຊິ ປ່ຽນວິທີການສອນບໍ່ໄດ້. ນອກນັ້ນກໍ່ຍັງບໍ່ແຈ້ງວ່າ ການຢ້ຽມຢາມຈາກນິເທດນັ້ນສຸມໃສ່ການຍົກລະດັບການສອນ, ຫຼືໄປເພື່ອກວດເບິ່ງການກຽມບົດສອນ ຫຼືເຮັດວຽກບໍລິຫານອື່ນເທົ່ານັ້ນ. **ຜູ້ທີ່ໃຫ້ການຊ່ວຍເຫຼືອກັບຄູ ສ່ວນຫຼາຍ ແມ່ນອຳນວຍການ** ເຊິ່ງໄດ້ຮັບການສະໜັບສະໜູນເປັນປະຈຳໃນບາງເມືອງ, ແຕ່ບໍ່ໄດ້ເປັນລະບົບ. ໃນລັກສະນະ ດຽວກັນ, ເຖິງແມ່ນວ່າຈະມີລະບົບການຍ້ອງຍໍຄູດີເດັ່ນ, **ມັນກໍ່ຍັງບໍ່ແຈ້ງສະເໝີໄປວ່າການຍ້ອງຍໍນັ້ນ ເລືອກຈາກ ການສອນທີ່ດີ**, ຫຼືການເຮັດບົດຄົ້ນຄວ້າ, ການບໍລິຫານ, ຫຼືປີການກັນແທ້.

ຄວາມຮັບຮູ້ຂອງເມືອງກ່ຽວກັບ"ການປະຕິບັດການສິດສອນທີ່ດີ"



ຫົວຂໍ້ທີ່ພົບເລື້ອຍທີ່ສຸດສຳລັບການສະໜັບສະໜູນຄູອາຈານ ແລະ ການໃຫ້ຄຳແນະນຳ

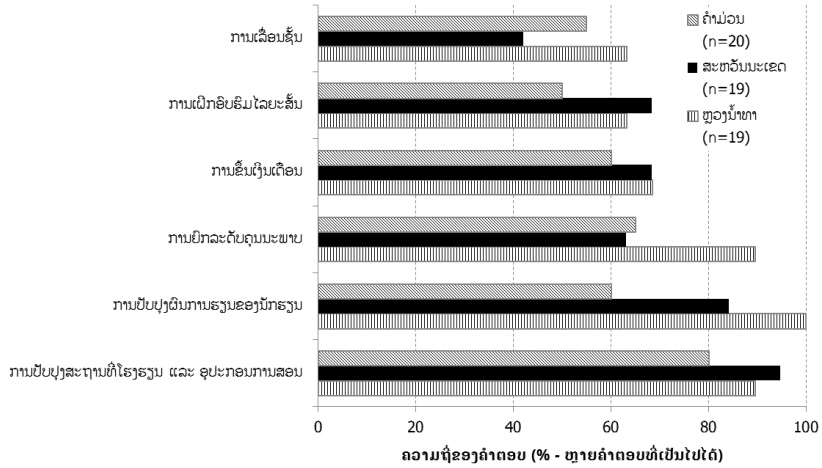


ຄູ ແລະອຳນວຍການ ພ້ອມ ແລະຕັ້ງໃຈ ທີ່ຈະປ່ຽນວິທີການສອນຂອງຕົນ ເພື່ອທີ່ຈະ ກາຍເປັນຄູ ທີ່ມີ ປະສິທິພາບບໍ? ບໍ່ມີຄຳຕອບທີ່ ອອກມາວ່າ ໄດ້ ຫຼື ບໍ່ ແບບງ່າຍໆ. ຜົນຂອງການ ສຶກສາ ຊີ້ໃຫ້ເຫັນວ່າ **ຄຳຕອບນັ້ນ ຄວນຈະເບິ່ງ ໃນແງ່ຂອງ ຄວາມຊັບຊ້ອນຕໍ່ເນື່ອງ**. ບົດສຶກສານີ້ ເນັ້ນໃຫ້ເຫັນວ່າ **ວິທີການອັນດຽວແມ່ນບໍ່ພຽງພໍ ທີ່ ຈະຊ່ວຍຍົກລະດັບວິທີການສອນ**. ຄູທີ່ເຊື່ອວ່າມີ ວິທີການສອນທີ່ "ຖືກ" ແຕ່ອັນດຽວ ແລະຜູ້ທີ່ ຈິນຕະນາການເຖິງແນວຄວາມຄິດ ດ້ານການ ປ່ຽນແປງ ຕໍ່ກັບວິທີການສອນຂອງຕົນໄດ້ຍາກ ຈະຕ້ອງການ ການແນະນຳຕົວຈິງ ແລະສິ່ງຈູງ ໃຈ ເພື່ອບັນລຸເທື່ອລະບາດກ້າວນ້ອຍ ສູ່ການ

ປ່ຽນແປງ. ສ່ວນຜູ້ທີ່ຄົ້ນຫາເຕັກນິກໃໝ່ຢ່າງ ຫ້າວຫັນຢູ່ແລ້ວ ແລະເລືອກຫຼາຍວິທີການຕາມ ໝາກຜົນທີ່ໃຫ້ຕໍ່ກັບ ນັກຮຽນ ຈະບໍ່ຕ້ອງການ ການແນະນຳຫຼາຍ ໃນການຂະຫຍາຍ ປະສິທິຜົນການສອນຂອງເຂົາ. ຄວາມຫຼາກ ຫຼາຍ ທາງດ້ານຄວາມເຂົ້າໃຈ ແລະຄວາມ ສາມາດຂອງຄູປະຖົມທີ່ຖືກສຳພາດ ຊີ້ໃຫ້ເຫັນວ່າ ຈຳເປັນຕ້ອງມີ**ສູດທີ່ງ່າຍພໍ ທີ່ຄູຈະສາມາດ ເອົາໄປປັບໃຊ້ໄດ້** ເພື່ອບັນລຸການຍົກລະດັບຜົນການຮຽນຂອງນັກຮຽນ, ແລະ**ຍັງຕ້ອງມີວິທີການ ທີ່ໃຫ້ຄວາມຍືດຍຸ່ນ ແລະຄວາມຮູ້ ແກ່ຄູທີ່ຕັ້ງໃຈ ແລະສາມາດ ດັດປັບວິທີການສອນຂອງຕົນ** ເພື່ອຍົກລະດັບຜົນ ການຮຽນຂອງນັກຮຽນໃນຫ້ອງ.

ໂດຍລວມແລ້ວ ຜົນການສຶກສາ ສະແດງໃຫ້ເຫັນວ່າ ເຖິງວ່າຄູຈະສົນໃຈທີ່ຈະປ່ຽນວິທີການສອນຂອງເຂົາ , ໂດຍສະເພາະຖ້າເຂົາເຫັນ ປະໂຫຍດຕໍ່ຜົນການຮຽນ ຂອງນັກຮຽນ, ແຕ່**ລະບົບໃນປະຈຸບັນ ຍັງສະໜອງສິ່ງຈູງ ໃຈໃນຂີດຈຳກັດ ເພື່ອຊ່ວຍໃຫ້ຄູປ່ຽນ** ແລະເພື່ອແກ້ບັນຫາໃຫ້ກັບ ນັກຮຽນ ສ່ວນຫຼາຍ, ແລະຊ້ຳພັດສຸມໃສ່ແຕ່ ນັກຮຽນດີເດັ່ນຈຳນວນໜ້ອຍໜຶ່ງ ເທົ່າ ນັ້ນ. ໃນຂະນະທີ່ຄູຈຳນວນໜຶ່ງ ຈົບ ອອກມາຈາກວິທະຍາໄລສ້າງຄູ ດ້ວຍ ຄວາມພ້ອມທີ່ມີໜ້ອຍຕໍ່ການສອນ ຫຼື ການຮັບການປ່ຽນແປງ ຍົກເວັ້ນໃນ ລະດັບພື້ນຖານເທົ່ານັ້ນ, ແຕ່ຄູອີກສ່ວນ ໜຶ່ງ ພັດຕັ້ງໜ້າຄົ້ນຄວ້າຫາວິທີການໃ ໝ່ໆເພື່ອຊ່ວຍນັກຮຽນຂອງຕົນ ແລະຈະ ມີອຸປະສັກ ກໍ່ແຕ່ໃນດ້ານຄວາມຮູ້ກ່ຽວກັບວິທີການສອນທີ່ເໝາະສົມກັບສະພາບແວດລ້ອມທີ່ເຂົາພົບໃນຫ້ອງຮຽນ ເທົ່ານັ້ນ.

ຄວາມຄາດຫວັງຂອງຄູອາຈານຂອງການປ່ຽນແປງໃນອີກ 5 ປີຫາງໜ້າ



ຜົນການສຶກສາທີ່ສຳຄັນ

ຜົນການສຶກສາເທື່ອນີ້ ຊີ້ໃຫ້ເຫັນເຖິງຄວາມຈຳເປັນທີ່ຈະຕ້ອງ:

- ເອົາໃຈໃສ່ໃຫ້ຫຼາຍຂຶ້ນຕໍ່ຜົນການຮຽນຂອງນັກຮຽນ ໃນຖານະຕົວວັດແທກໜຶ່ງ ຂອງວິທີການສອນທີ່ດີ ແລະ ໃນ ຖານະຈຸດສຸມໃນການກວດກາໂຮງຮຽນ, ການຝຶກອົບຮົມຄູ, ແລະການຍ້ອງຍໍຜົນງານຄູດີເດັ່ນ,
- ມີຫຼາຍວິທີການທີ່ປັບປ່ຽນໄດ້ ເພື່ອຊ່ວຍຄູໃນການປ່ຽນວິທີການສອນຂອງເຂົາ ແລະແທດເໝາະກັບຫຼາຍ ລະດັບທີ່ແຕກຕ່າງກັນດ້ານຄວາມຮູ້, ປະສົບການ, ແລະຄວາມສາມາດໃນການປ່ຽນ ໃນພື້ນທີ່ ທີ່ແຕກຕ່າງກັນ,
- ປັບປຸງວິທີການ ໃນການສອນພາສາລາວໃນໂຮງຮຽນປະຖົມ ແລະວິທະຍາໄລຄູ ໂດຍຄັດເອົາວິທີການທີ່ແທດ ເ ໝາະ ກັບຕົວຈິງ ແລະໃຫ້ເວລາພຽງພໍ ສຳລັບການຮຽນພາສາລາວທີ່ຖືເປັນພາສາທີສອງ,
- ທົບທວນຄືນຢ່າງລະອຽດກ່ຽວກັບຈຸດດີ ແລະຈຸດອ່ອນ ຂອງຄວາມພະຍາຍາມອັນໃຫຍ່ຫຼວງໃນໄລຍະຜ່ານມາ ໃນການປ່ຽນພຶຕິກຳການສອນຢູ່ ສປປ ລາວ (ເຊັ່ນ ວິທີການສອນແບບຫ້າດາວ) ເພື່ອເປັນບົດຮຽນໃຫ້ກັບວຽກ ງານໃນອະນາຄົດ.

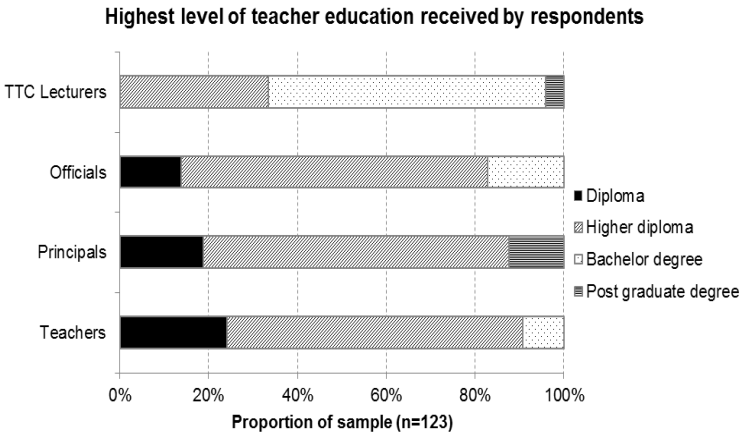
Executive Summary

LADLF and BEQUAL conducted an evaluative study in 2016 to explore the readiness and motivation of primary school teachers to change teaching practices. The purpose of the study is to inform strategic and management decisions by the BEQUAL Steering Committee, DFAT and the team implementing BEQUAL. The study describes and analyses the readiness of primary school teachers to change, the factors that motivate them to change, and the constraints that they face in changing how they teach and what they teach.

Key question addressed by the study

The key question for this evaluative study was: "*To what extent are teachers and principals ready and motivated to change teaching content and style so that they can perform as effective teachers?*" The study examined the attitudes of teachers and principals towards implementing change and the constraints they perceive to adopting new practices. It considered not only teachers' understanding of previously taught concepts, but also environmental factors such as community and professional support for behaviour change, and incentives and other personal rewards that might influence how willing teachers are to change.

The study consisted of a rapid review of existing literature, supported by structured and semi-structured interviews with district officials (the head of the district education office and all pedagogical advisors), principals and teachers at both primary schools and Teacher Training Colleges (TTCs). The study team interviewed a total of 123 individuals, including 54 primary teachers, 16 principals, 24 TTC lecturers and 29 district education officials (primarily pedagogical advisors), across three provinces, six of the BEQUAL Cohort 1 districts and 18 schools. The study also included key informant interviews with education officials at the provincial and national levels.



The study reviewed teacher and principal beliefs and perceptions about teaching across five categories to assess the likelihood of teachers being willing to change their teaching behaviour:

1. Teacher and principal perceptions of the need to change current teaching practice to improve student results
2. Teacher and principal perceptions of the importance of using different teaching methods (including student-centred teaching) to improve student outcomes
3. Teacher and principal understanding of and confidence in adopting new teaching practices including the use of student-centred teaching practices
4. Existing extent and type of feedback and other support provided to teachers to enable them to change their teaching methods and use student-centred classroom practices
5. Teachers' perceptions of possible rewards and disincentives for implementing change, including student-centred teaching practices.

Exploring the concept of 'student-centred teaching'

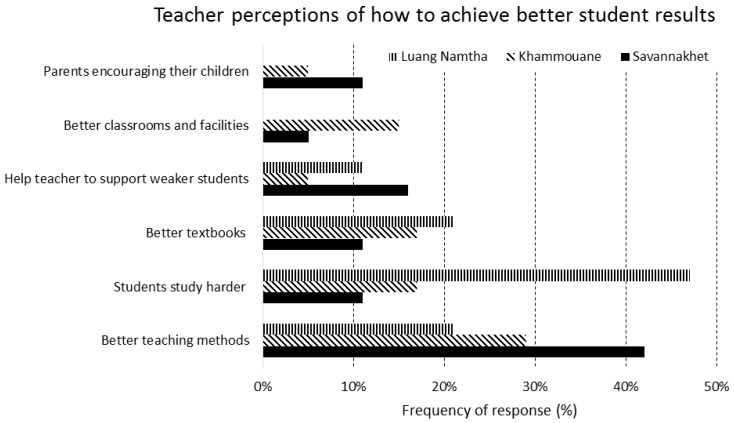
The study used the concept of 'student-centred teaching' as a starting point for a discussion with teachers about their attitudes to different types of teaching methods, changes to their teaching methods and constraints they face in adopting changes to their teaching methods. 'Student-centred teaching' for the purposes of this study was defined as an approach where the teacher is able to identify individual student learning needs, identify a solution to meet those needs, and implement the solution.

Previous studies in Lao PDR showed that while student-centred teaching is considered important, actual teaching methods in the classroom have focused on the teacher speaking and students' rote learning from a textbook. This study found that while respondents were aware of the term 'student-centred teaching', teachers' understood the term not as a conceptual framework, but most often as a specific set of practical teaching activities that they use the classroom. Despite this, this study showed that teachers were interested

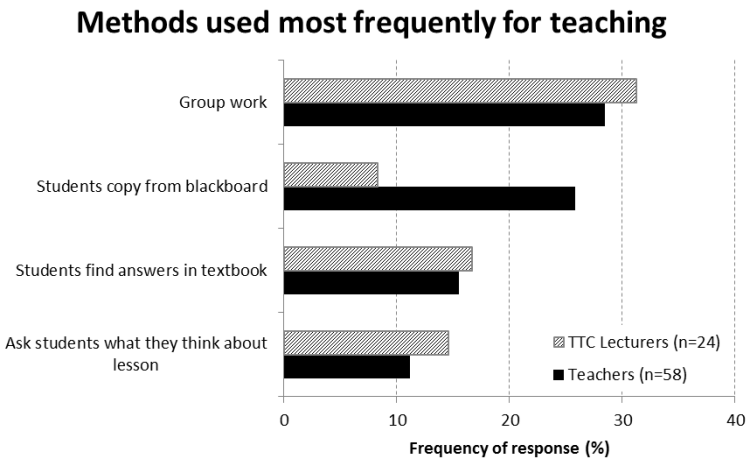
in addressing the needs of individual weak students and encouraging more active participation in the classroom, as were district officials, but they did not always have the tools to do so.

Study findings

The study found that teachers on the whole believed that **better teaching methods would help to improve student outcomes**. However, in some locations they believed that other factors were more important, such as improving student attendance and family support for their children's education. Teacher absenteeism also emerged as an issue in a number of locations. Overall, teachers believed that students studying harder (including improving their attendance and doing homework) was just as important as better teaching methods for improving student outcomes, potentially limiting the importance they would place on changing their own teaching methods.

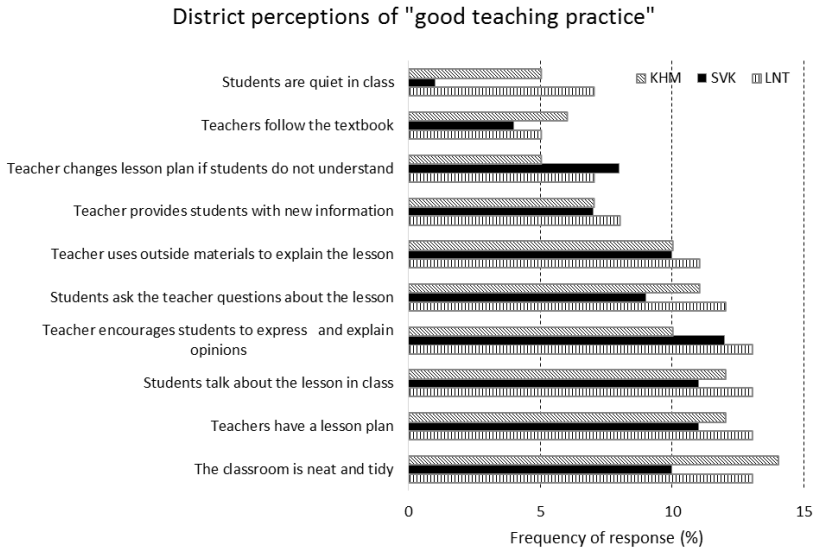


Teachers lacked information on student outcomes to be able to assess the success or otherwise of their own teaching methods. The exception was for those students who were successful in 'excellent student' competitions or ranked highly in Grade 5 examinations. In the absence of information on student outcomes or feedback from their superiors, teachers tended to base their understanding of their teaching ability on whether they were teaching in accordance with 'good' teaching practice, rather than on the difference they were making to student learning outcomes.

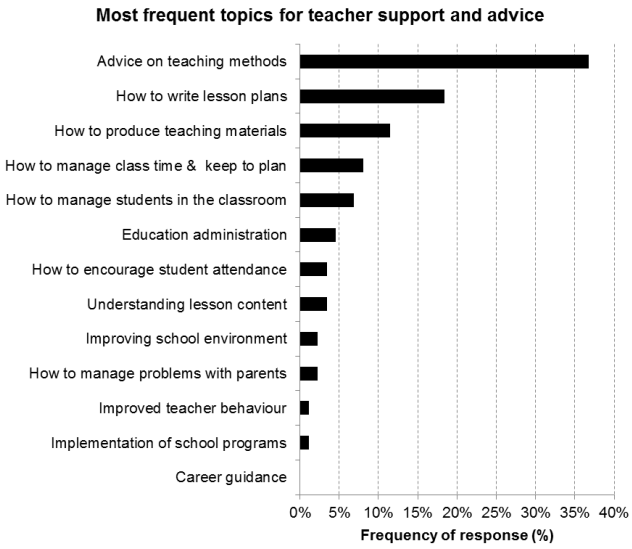


Teachers are willing to adopt new teaching practices where they have support and see a net benefit to students in adopting new practices. Almost all teachers interviewed had adopted a new teaching practice since graduating from their teacher training college, and cited improved student understanding and results as the main reason for continuing to implement the new practice. At the same time, some of the substantial changes highlighted by teachers were extremely minor improvements from the perspective of an outside observer. Several teachers mentioned improvements to the letter cards they used to teach the Lao alphabet, for example moving from a letter card displaying only the letter, to one with a black and white picture, and from there to one with a colour picture. The importance attached to these minor changes suggests that a long period of time and a number of **small, incremental steps may be necessary to achieve changes that impact student learning**.

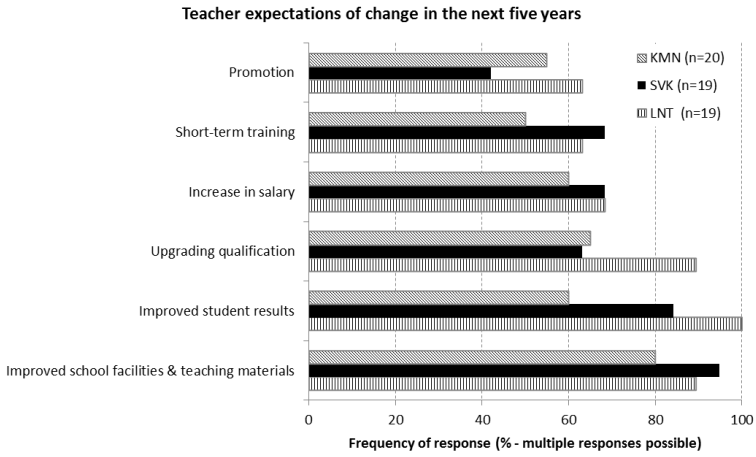
Teachers reflected a **variety of constraints that may impact on adopting new teaching methods**. Such constraints included: deeply held beliefs about whether a new method is 'correct' or not; the teacher's understanding of the new method; the availability of materials to adopt the new technique; difficulties in managing student dynamics in the classroom; or the need for additional work that might be involved in implementing the new technique. Many teachers were **concerned about introducing new activities** that involved increasing student participation because they would take up too much time and prevent them from completing the lesson plan. Teachers felt the problem most acutely where they were teaching students' whose first language was not Lao or they were teaching multi-grade classes. Limited Lao language in the early was repeatedly cited as a reason for students needing to do homework because otherwise students would not keep up with the lessons. The study also found that the **limited capacity of teachers themselves** to understand flexible concepts about teaching (such as adopting different teaching methods in different situations) would be likely to have an impact on their ability to understand and adopt any proposed changes.



Existing support to encourage improved teaching practice in the classroom appeared insufficient. While a system of pedagogical advisor visits is in place, and teachers for the most part appreciated the visits of pedagogical advisors, changed practice is unlikely to be supported by an average of less than two visits per year. It was also not clear the extent to which visits might be focusing on improved teaching practice *per se*, as opposed to checking on lesson planning or meeting administrative requirements. The **primary source of support for teachers was more likely to be their school principal**, who received regular support in some districts, but not systematically. Likewise, while a system of awards for excellent teachers is in place, it was **not always clear that the awards are linked to excellent teaching practice**, as opposed to research, administration, or length of service.



Are teachers and principals ready and motivated to change their teaching so that they can perform as effective teachers? There is no simple yes or no answer. The findings of the study suggest that the answer is better seen as a **complex continuum**. The study highlighted that a **single approach to supporting improved teaching practices is not possible**. Teachers who believe that there is one 'correct' method of teaching and who have difficulty in conceptualising changes to their own practice will require considerable practical guidance and incentives to achieve small steps of change. Those who are already actively searching for new techniques and choose different methods according to the impact they have on their students' learning will require little additional guidance to broaden the effectiveness of their teaching. The diversity of understanding and ability among the primary teachers interviewed suggests the need for both a **simple formula that teachers can adopt** to achieve improved student outcomes, but **also an approach that provides flexibility and knowledge to those teachers who are willing and able to adjust their teaching practice** to improve the learning outcomes of the students in their classrooms.



Overall the study shows that while teachers are interested in changing their teaching methods, particularly where they can see the benefits on the learning outcomes of students, **the system currently provides limited incentives for teachers to change** and address the results of the majority of students, as opposed to helping the few excellent students. While some teachers are leaving teacher training colleges ill-prepared to teach in the classroom or to accommodate change, except at the most basic level, others are actively seeking new ways to help their students and are only constrained by a lack of knowledge of relevant teaching methods suited to the environment they face in the classroom.

Key findings

Key findings from the study suggest the need for:

- Greater attention to student learning outcomes as a measure of good teaching practice and as a focus for school inspections, teacher training, and rewards for excellent teacher performance
- A flexible range of approaches to support teachers in changing their teaching practice suited to widely differing levels of knowledge, experience and capacity for change across different locations
- Improved approaches for Lao language training in primary schools and teacher training colleges that take realistic account of the methods and time needed to learn Lao as a second language
- A thorough review of the strengths and weaknesses of past large-scale efforts to change teaching behaviour in Lao PDR (*e.g.* five-star teaching method) to inform future efforts.

Acknowledgments

The study was led by Elizabeth St. George under the overall guidance of John Fargher (Team Leader, LADLF). The study team included Uttha Khamheang (Ministry of Education and Sports, ESRC), Salika Khoonbarthao and Sengketsouly Somvichit. Frances Barns and Thipphavanh Sitthavong provided valuable data processing assistance. The study team would like to thank the Research Institute for Education Sciences (Ministry of Education and Sports) for providing access and support with the ASLO data used in this study, as well as the Education and Sports Research Centre (MOES) and BEQUAL staff for their comments on an earlier draft of the report and ongoing support and engagement during the study.

1. Background

1.1 Purpose

The Government of Lao PDR (GoL) highlights the need to improve the quality of learning outcomes in Lao PDR schools by, in part, improving the quality of teaching at all levels.[1] The Basic Education Quality and Access in Lao PDR (BEQUAL) program, supported by Australia and the EU, commenced operation in 2015 with the aim of assisting GoL in this task. This study is intended to inform teacher policies and teacher training in Lao PDR, as well as future activities implemented by BEQUAL.

This evaluative study investigates the extent to which teachers and principals are ready and motivated to change their teaching behaviour. It will be of particular importance to BEQUAL Key Result Area (KRA) 3: Teacher Education and Support. Under KRA 3 the program intends to achieve more effective teaching in targeted districts, in particular through improved in-service and pre-service teacher training to an increased number of teachers, as well as more effective support for deployed teachers, and training for pedagogical advisors.[2] It is assumed in the BEQUAL design that the provision of more effective training and support for teachers will result in improved teaching practices and so improved student learning outcomes. However, despite long-standing efforts in Lao PDR teaching methods have not changed substantially over more than a decade and students continue to demonstrate low levels of literacy and numeracy.[3] This study investigates factors that may impact teachers' readiness and motivation to change their teaching practices.

Focus

The key question for this evaluative study was: "*To what extent are teachers and principals ready and motivated to change teaching content and style so that they can perform as effective teachers?*" The study examined the attitudes of teachers and principals towards implementing change and the constraints that they perceived to adopting new practices, particularly in relation to student-centred teaching. It considered not only teachers' understanding of previously taught concepts, but also environmental factors such as community and professional support for changed behaviour, and incentives and personal rewards that may also influence how willing teachers are to change their behaviour.

In the absence of a clearly defined proposed change, the study focused in particular on the constraints facing teachers and principals in adopting the long-standing GoL policy of 'student-centred teaching'. For the purposes of this study 'student-centred teaching' was defined as an approach where the teacher is able to identify individual student learning needs, identify a solution to meet those needs, and implement the solution. This very broad definition was adopted to elicit as wide a range of answers as possible about constraints facing teachers in meeting the individual needs of students, rather than to test the knowledge of teachers concerning student-centred

[1] Ministry of Education and Sports, 'Education and Sports Sector Development Plan 2016-2021', (Vientiane: Ministry of Education and Sports, 2015).: Part I

[2] Government of Australia, 'Basic Education Quality and Access in Lao Pdr Investment Design Document', (2014).: 33-39

[3] Research Institute for Education Sciences, 'National Assessment of Student Learning Outcome (Aslo Iii) Grade 3', in *Ministry of Education and Sports,* (2014).

teaching *per se*. As the study progressed, lesson planning also emerged as an important case study of factors influencing teachers' willingness to adopt new practices.

For the purposes of the study, 'Teaching content and style' was interpreted to mean 'teaching method' for ease of communicating with teachers and education officials. Some teachers were able and willing to discuss teaching content, but for the majority this was something outside their ability to comment.

The study did not seek to address the question of whether teachers are motivated to teach *in general*. For this reason the study did not consider issues of teacher recruitment and deployment, salaries or teaching incentives, for example, except insofar as they might impact on teaching methods in the classroom.[4] It is clear, however, that it is only meaningful to discuss changing teaching behaviour if teachers are motivated – for example as demonstrated by regularly attending school to teach – and if teachers expect to continue in their profession over the medium to longer term. These issues are discussed in Section 3.7.

Previous studies in Lao PDR show that while student-centred teaching is considered important, actual teaching methods in the classroom remain focused on the teacher speaking and students' rote learning from a textbook.[5] These studies indirectly suggest a number of reasons why a student-centred approach might not have been adopted – for example, poor teacher understanding of the concepts, large classroom sizes, weak in-service support for teachers – but these suggestions have been incidental to those studies' central focus on actual teacher practices in the classroom.

Compared to previous studies observing teacher classroom behaviour, this study goes one step further by identifying and classifying factors that impact on the observed behaviour from the point of view of the teacher. The intention of this study is not to be comprehensive but to help identify specific constraints to changing existing teacher practice that might be addressed through future programs and policies.

In 2004 an in-depth study of primary classroom teaching practice concluded that successful reform of existing practice would only take place, if, among other factors, it was based on 'how teachers think about teaching and what real challenges they face in the teaching.[6] This study aims to contribute to filling that gap.

1.3 Disclaimer

The views, opinions and interpretations expressed in this report are those of the authors and contributors. They should not be interpreted as representing the official or unofficial views or positions of DFAT, the Government of Lao PDR, or their officers and representatives.

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[4] Teacher recruitment and deployment is the subject of a related LADLF study. LADLF, 'Teacher Recruitment and Allocation in Rural Districts of Lao Pdr', in *Laos Australia Development Learning Facility* (Vientiane: Lao PDR, 2016)..

[5] Teacher and Education Administrator Development Centre, 'Teaching Performance in Lao Primary Schools and Its Relation to Teacher Training Background', in *Faculty of Education, National University of Laos,* (2004); Teacher Development Centre, 'Obstacles to Using Student-Centred Teaching Techniques in Teacher Education Institutions (Teis)', in *Faculty of Education, National University of Laos,* (Vientiane, 2010); Ministry of Education and National University of Laos, 'Teacher Education Institution Capacity', (2006); Kongsy Chounlamany and Bounchanh Kounphilaphanh, 'New Methods of Teaching? Reforming Education in Lao Pdr', (Umea University, 2011).

[6] Teacher and Education Administrator Development Centre.: 46

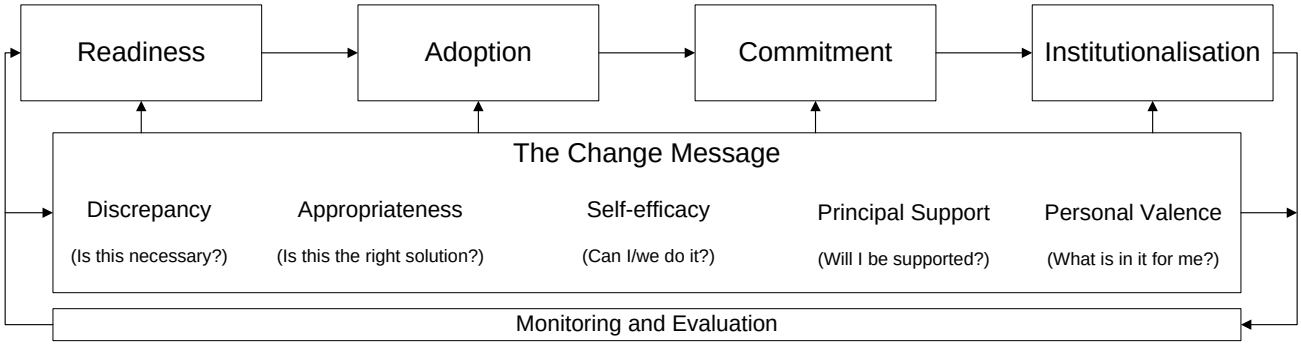
2. Methods and limitations

2.1 Theoretical foundation

This study assessed responses from teachers, principals and district officials against well-grounded theoretical foundations and identifies strengths and weaknesses in the factors that support effective behaviour change within organisations. Five factors were used as a framework to identify the motivation of individuals to change their behaviour in the workplace (Chart 1):[7]

- **Discrepancy** – the belief that changes to current practice are needed (the difference between current and 'better' practice)
- **Appropriateness** – the belief that the type of change being proposed is an appropriate solution to the problem
- **Efficacy** – the belief that the proposed change can be achieved
- **Management support** – the belief that organisational leaders are committed to the change
- **Personal valence** – the belief that the change will be personally beneficial.

Chart 1 : A theoretical framework for making behaviour change permanent



This study also took into account other research in issues specifically relating the changing teaching behaviour. For example, the performance of teachers in the classroom and their beliefs about change can be influenced by a number of conscious or unconscious 'environmental' factors. These include factors relating to the political, regulatory, administrative, social/cultural, or economic environment within which the teachers work, as well as the opinions of the community and their supervisors.[8] Other research also identifies ways of overcoming barriers to teacher resistance to change from psychological and organisation management perspectives.[9]

The interview questions used for this study were based on factors identified by Armenakis *et al*. However, as the study progressed, it became apparent that the factors did not adequately consider the importance of strong knowledge and conceptual ability in teachers which are a fundamental

[7] A. Armenakis, S. Harris, and H. Field, 'Making Change Permanent: A Model for Institutionalising Change Interventions', *Research in Organizational Change and Development,* 12 (1999).

[8] C Lusthaus and others, *Organisational Assessment: A Framework for Improving Performance*, (Ottawa, Canada: International Development Research Centre, 2002).

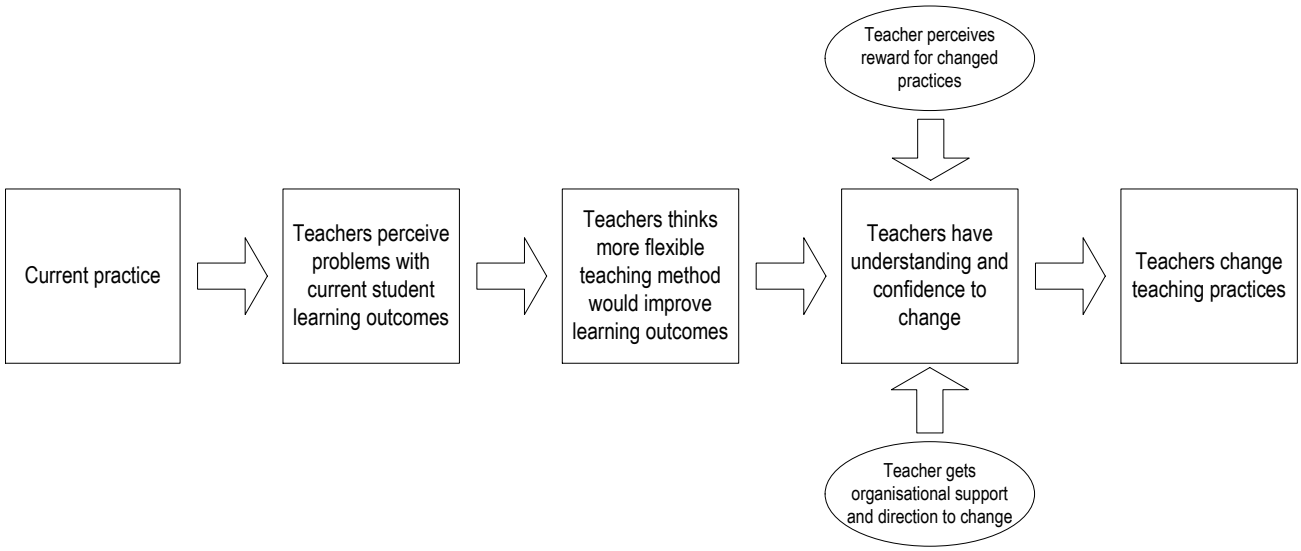
[9] Jana Hunzicker, The Beliefs-Behaviour Connection: Leading Teachers toward Change, in *Principal,* (2004), pp. 44-46.

necessity for teachers to effectively deliver changed teaching practice in the classroom. In the final analysis, findings were collected and reported according to five categories (Chart 2):

1. Teacher and principal perceptions of the need to change current teaching practice to improve student results
2. Teacher and principal perceptions of the importance of using different teaching methods (including student-centred teaching) to improve student outcomes
3. Teacher and principal understanding of and confidence in adopting new teaching practices including the use of student-centred teaching practices
4. Existing extent and type of feedback and other support provided to teachers to enable them to change their teaching methods and use student-centred classroom practices
5. Teachers' perceptions of possible rewards and disincentives for implementing change, including student-centred teaching practices.

The theoretical framework underpinning the study is represented schematically in Chart 2.

Chart 2 : Theoretical model for changing teaching practice



'Student-centred teaching' may have many different meanings, but for the purposes of this study student-centred teaching was defined as an approach whereby the teacher is able to identify individual student learning needs, identify a solution to meet those needs, and implement the solution. This very broad definition was adopted to elicit as wide a range of answers as possible about constraints facing teachers in meeting the individual needs of students, rather than to test the knowledge of teachers concerning student-centred teaching *per se*. In discussing constraints to student-centred teaching, the study understood this to mean constraints that impacted on the ability of teachers to address the diverse needs of individual students.

2.2 Methodology

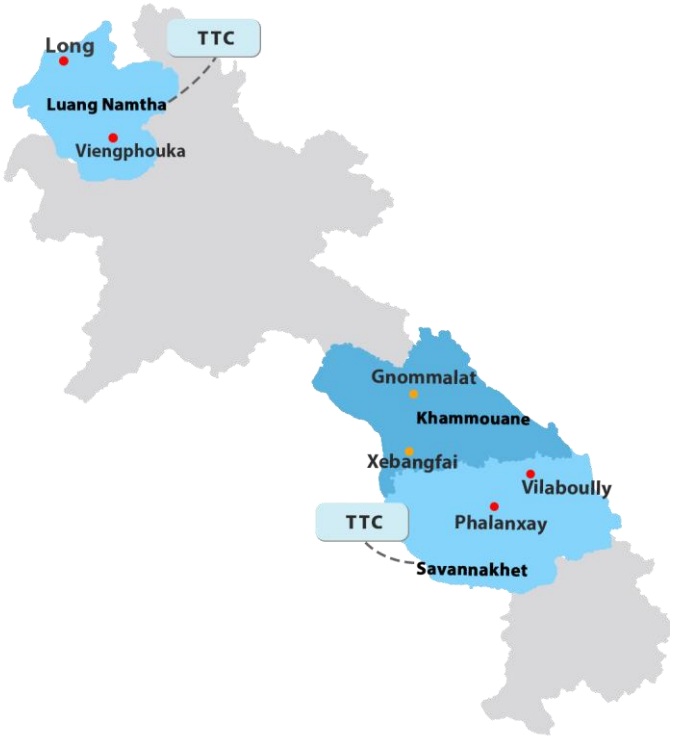
The study consisted of a rapid review of existing literature,[10] supported by structured and semi-structured interviews with district officials (the head of the district education office and all pedagogical advisors), principals and teachers at both primary schools and Teacher Training Colleges (TTCs). The data were cross-referenced where appropriate against data collected in 2012-13 by the Lao PDR Ministry of Education and Sport during the National Assessment of Student Learning Outcome (ASLO III) to provide additional depth to the study. TTC lecturers were interviewed to compare their views with the primary teachers they trained, and an eventual assessment of possible constraints on teacher practice on exiting from teacher training.

The literature review included a rapid appraisal of existing literature on organisational behaviour change, studies of student and teacher performance in Lao PDR, GoL policy and strategic documents relating to expected classroom practices and incentives for teacher performance.

Structured and semi-structured interviews. The bulk of the findings for this study was from analysis of data from structured and semi-structured interviews conducted with teachers, principals and district officials in BEQUAL Cohort I provinces and districts of Lao PDR between March and April 2016. BEQUAL Cohort I districts have some of the weakest student outcomes in the country.[11] Key informant interviews were also conducted with pedagogical advisors in each district and with provincial (PESS) and national (MoES, ESRC) education officials.

Chart 3 : Location of sample provinces and districts

The study used a purposive sampling of locations to capture a variety of experiences, within the limited budget and time available. Provinces selected to conduct interviews were Luang Namtha, Savannakhet, and Khammouane. One province in the north of the country, two in the south, of which one (Khammouane) has no teacher training institution. Within each province, two BEQUAL Cohort 1 districts were selected, with one performing relatively well and one performing relatively worse in terms of teacher turnover rates and student results.



[10] References are provided in Annex 1.

[11] BEQUAL (2015) Cohort 1 comparative indicator baseline from EMIS. BEQUAL Project Team, Vientiane, Lao PDR.

Within each district, three schools were selected according to their relative remoteness from the district capital for a total of 18 schools under three categories:

- **urban** – the largest district capital primary school
- **rural** – one school around 45 minutes from the district capital, where teachers often commuted to work on a weekly basis
- **remote** – one school more than an hour from the district capital, where teachers often commuted on a monthly or term basis, and which was inaccessible for large periods during the wet season.

This sampling decision was based on data from the 2013 ASLO study report, which showed that the biggest discrepancy in student outcomes was a function of the remoteness of the primary school.[12] One BEQUAL Cohort I school was visited in each district, and priority was given to primary schools in non-Lao-Tai speaking communities within the framework of urban, rural and remote schools.

Interviews were conducted in two parts. All respondents filled out an initial survey form with the support of study team members, after which each respondent was interviewed individually about their answers. The total survey and interview time for each respondent was approximately two hours. Officials and teachers were given different surveys and interview questions. Four school principals working in schools with 2 staff members were asked to fill out the teacher interview forms rather than the officials' form, reflecting their primary responsibility for teaching students rather than administrative responsibilities. Their responses are presented as teacher responses in the data below, unless otherwise specified.

The interviews were conducted on school premises for teachers and principals, and in the district education office for education officials. With the permission of respondents, interviews were recorded to confirm the accuracy of written notes for data entry and quotations. Additional information was collected by individual team members through location observation, key informant interviews with education officials and *ad hoc* conversations at school and office premises.

The survey instrument was field tested with staff at the Department of Teacher Education, prior to use in the field to ensure that pedagogical terminology used was consistent with national standards. The instrument was then updated and refined following the first period of fieldwork in Luang Namtha, prior to interviews in Khammouane and Savannakhet. Certain questions were removed where they were found not to provide useful information and other questions were added or adjusted where interviews in Luang Namtha showed additional promising avenues for follow-up. As a consequence, not all questions were entirely consistent between Luang Namtha and Khammouane / Savannakhet provinces. This is accounted for as necessary in the analysis.

The team also analysed the raw data for the three provinces and six districts from the 2012 ASLO study covered by this study. The sample size at the district level meant that information for individual districts could not generally be included in this report. It was occasionally possible to include aggregated district level data from the five districts and also provincial level information, referenced as appropriate in the text.

[12] Research Institute for Education Sciences. Third assessment of student learning outcomes (ASLO III).

2.3 Characteristics of respondents

The study team interviewed a total of 123 individuals, including 50 teachers and principals in primary schools, 26 teachers and principals from TTCs and 29 district education officials (Table 2-1, Annex 2). Compared to the national ASLO III database, overall the sample over-represented female respondents (61%) compared to the national average (52%),[13] but was representative in terms of respondents from non-Lao-Tai ethno-linguistic groups. (30%) compared to the national average (27.1%). Further details concerning respondents are provided in Annex 2.

2.4 Limitations of the study

Given the timing and budget for the study, it was not comprehensive and does not use a statistically representative sample, despite every effort being made to ensure the widest possible geographical and socio-ethnic representation within the provinces visited. While some findings are sufficiently consistent to suggest they could be generalised for different locations, other findings suggest areas for further in-depth study rather than definitive answers. The sample size is an important caveat on the findings, given that the locations surveyed showed very different responses to some questions.

The interview methodology for fieldwork – initial survey checked against open-ended interview questions – was chosen as the most suitable method to ensure data could be both aggregated to support analysis, and also provide in-depth qualitative insights into teacher and principal perceptions. This method also served to validate the initial responses provided by teachers. The use of closed questions in quantitative survey instruments limited the range of answers that respondents could provide, for example, on the question '*What do you consider most important for improving student results*?', while the nuances of the answers to open questions such as '*Why did you choose your answer*?' was sometimes lost in the process of categorisation for quantitative analysis. This has been addressed by using short case studies, quotations and specific examples.

The completeness of the data was also affected by the understanding, ability and willingness of respondents to answer some questions. A small number of teachers were clearly nervous about being interviewed and were trying to find the 'right' answer to questions that sought their opinions. For example, it became apparent that in some locations group work was the 'correct' teaching method and likely led to bias in responses concerning how often they used this method. In other cases, some teachers struggled to read and understand the questionnaire or respond to conceptual questions such as '*Why did you choose your answer*?' compared with descriptive questions about teaching practice. A small number of respondents were not willing or gave a non-committal answer to questions such as '*Why do teachers miss class*?'

Overall this range of problems affected a minority of respondents across different questions. However, the result is that the total number of responses across questions in this report may be different, given the small sample size of the study. In general analysis is confined to responses with ten or more answers, unless the absence of answers to a particular question was in itself significant.

In theory, the decision to test responses in the field against a pre-determined theoretical framework developed elsewhere in the world could be accused of cultural bias and potentially missing the particularities inherent in Lao PDR. In practice, the in-depth questions following on from the survey allowed respondents to describe their own experience in their own words.

[13] Ibid.: 13

3. Findings and analysis

3.1 Overview of current teaching practices

In 2004 an in-depth study on primary teacher practice in Lao PDR was conducted in conjunction with the Faculty of Education, National University of Laos in selected schools in the provinces of Luang Namtha, Saravan and Vientiane.[14] The study examined not only the structure of teaching used in classrooms, but also the type of qualitative interaction between teachers and students. The study found that 'primary teaching seems to be so exceptionally routine and standardised, oppressing everything coming close to active and student-centred learning.[15] The study noted the uniform structure of lessons observed across all locations which followed the pattern of 1) introduction, 2) lesson topic presentation, 3) dividing the class into groups to answer textbook questions, and 4) ending with a summary of the lesson topic. Other key observations included the lesson relying primarily on the teacher speaking, the lack of genuine exchange between the teacher and students, the use of closed questions allowing for limited development of student vocabulary and engagement, and a big gap between the level that was being taught, and the level at which students were learning.[16]

Subsequent studies suggest that similar patterns of teaching have continued to predominate over the last decade. A follow-up study in 2013 for Bokeo province found that classroom practice followed

> *… an almost ritualistic pattern across the 26 schools studied… Group work – which is intended to be and understood as an example of student-centred teaching and a form for active learning – generally has turned into a form that strengthens the teacher- and textbook- centred character of teaching and learning.*[17]

The observations made of primary school teaching methods were also found to be similar for teacher training institutions. Kongsy Chounlamany and Bounchanh Kounphilaphanh in their PhD research found that the 'new teaching' of student-centred teaching in NUOL and TTCs consisted of dividing students into groups and using the 5-pointed star method, which includes group work; activity-based learning; asking questions; using illustrations; and applying the lesson to daily life.[18] In total, they found that lecturers used 2 different types of teaching methods that could be broken into a total of five sub-categories:

1) Questions to individual students with
   a) follow-up assignments; or
   b) without follow-up assignments; and
2) Students divided into groups in the class to find an answer to a question given by the teacher with
   a) no follow-up; or

[14] Teacher and Education Administrator Development Centre.

[15] Ibid.: 13.

[16] Ibid.: 11-13.

[17] Mikael Palme and Gunilla Hojlund, 'Learning Outcomes and Classroom Practices - a Study in Grade 4 in Pha Oudom and Pak Tha Districts in Bokeo Province, Lao Pdr', in *Plan International Laos,* (Unpublished, 2013).: 21, 23.

[18] Chounlamany and Kounphilaphanh.: 100, 151.

b) the possible addition of a group assignment; and/or
c) the possible addition of an oral presentation to the class of the findings.[19]

Despite noting changes over time to teaching methods in the TTCs, the authors concluded that all teaching content continued to come from the classroom textbook, and that all correct answers came from the teacher (based on the textbook).[20] Further details of 'old' and 'new' teaching are provided in Annex 4.

A recent training needs analysis of teacher trainers at TTCs found that one of the students more significant complaints about the teaching concerned the '*lack of variety and skills in teaching techniques*'.[21]

The findings of this study align with these earlier observations, both in terms of teacher understanding of student-centred teaching, and in terms of self-reported classroom practice. Asked to define student-centred teaching, 68% of all education officials and 53% of all primary teachers spontaneously cited group work as a characteristic feature of student-centred teaching. Officials and teachers cited the same top 5 characteristics of student-centred teaching across all provinces (Table 1 and Chart 4). The answers highlighted a focus on student-centred teaching as a type of practice implemented in the classroom rather than as a conceptual approach or as a means to achieving improved student learning outcomes. When asked to describe student-centred teaching, one principal cited the specific steps that needed to be followed: 1) teacher writes the topic on the board and the students write it down; 2) the students move into groups; 3) the head of each group presents the result to the class; and 4) the teacher summarises.[22]

Table 1: Teacher and officials' understanding of student-centred teaching

T.9.1-O12.1 Can you describe what you understand by student-centred teaching?	Officials	Teachers
	%	%
1. Students do group work	66	37
2. Students do activities	46	36
3. Students research and solve problems by themselves	29	28
4. Teachers provide the question and students discuss to find out the answer	24	12
5. Teacher explains and Students implement	20	27
6. Teacher summarises answers at the end of class	5	15

The perception of student-centred teaching as a set of classroom activities was reinforced when teachers were then asked to select student-centred teaching methods from a closed list of answers that were intended to represent some clearly student-centred practices (focusing on individual contributions), some clearly non-student-centred practices (students copy from the blackboard, students find answers in the textbook), and some that were known to be ambiguous (group work, using everyday examples in class). Overall 93% of respondents equated group work with student-centred teaching, but at the same time 31% of teachers considered 'students copying from the

[19] Ibid.: 95-98.

[20] Ibid.: 140.

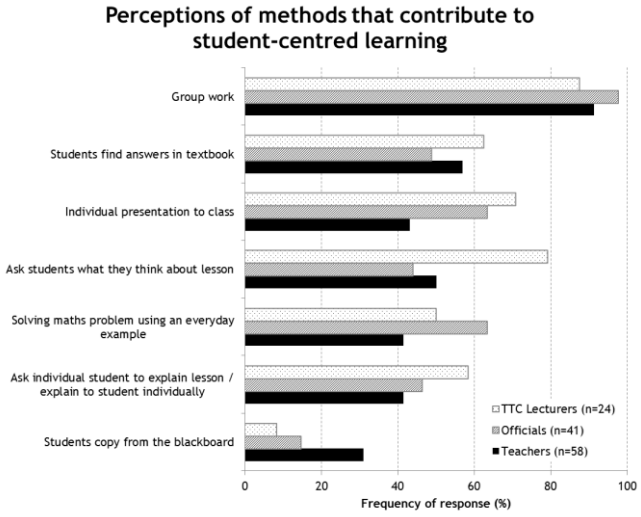
[21] Gary Ovington, 'BEQUAL Key Result Area 3: Teacher Education & Support TTC Training Needs Analysis ', in *Basic Education Quality and Access in Lao PDR,* (Unpublished, 2016).: 15

[22] Interview No. 524, 31/3/2016.

blackboard' and 57% of teachers considered 'students finding answers in the textbook' to be student-centred approaches. To a person unfamiliar with the Lao context, these results would be baffling, however, understood in the context of the ritualised lesson pattern described above, they make perfect sense. Results were similar for both teachers and officials at the district level. Two pedagogical advisors specified that student-centred teaching was the 'five-pointed star' system, rather than specify a particular activity.[23]

TTC lecturers were much more likely to select options relating to paying attention to individual students, and very few (2 from 24 interviewed) considered that 'students copying from the blackboard' was a form of student-centred teaching (Chart 4), suggesting that the theory of student-centred teaching at least was better grasped by TTC lecturers.[24]

Chart 4 : Student-centred teaching methods identified by respondents



Source: Table 9.2-0.12 (Annex 3)

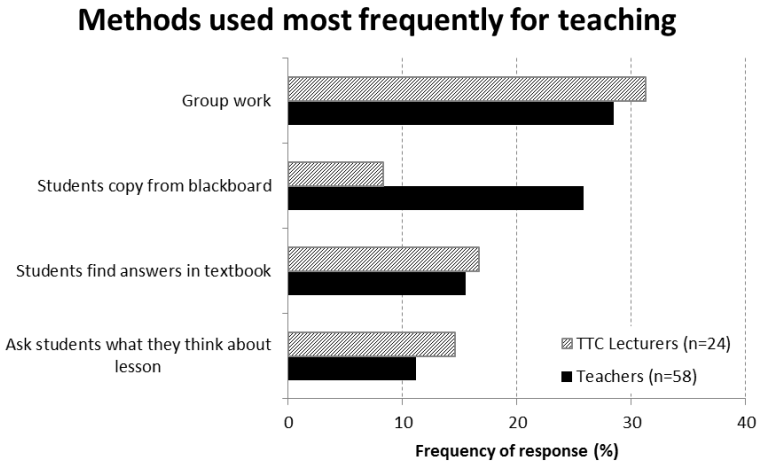
In terms of actual practices in the classroom, 'Students copy from the blackboard' was rated as by far the most common activity actually conducted by teachers in the classroom (41%), while 29% of teachers said that group work was the most frequent activity conducted in class (Table T.9, Annex 3). When teachers' second most common activity was taken into account, however, group work overtook copying from the blackboard as the most frequent activity over the first and second responses, with 28% of responses (Chart 5). The results were very similar across the three provinces.

In terms of how TTC lecturers were teaching in the classroom, only a few asked students to copy from the blackboard (8%), while group work was the most popular single method (31%). However, very few TTC lecturers had the experience to link their theoretical knowledge to classroom practice. Of the TTC lecturers interviewed, 63% had never taught in a primary school, and a further 25% had taught for less than a year, most commonly only for several months after graduation before they were appointed as lecturers in the TTC (Annex 2, Table T.7).

[23] Interview No. 504, 30/3/16, and Interview No. 560, 6/4/2016.

[24] Due to translation errors, the answers offered to Luang Namtha respondents and Savannakhet / Khammouane respondents were slightly different, although both related to individual interaction between the teacher and the student. The answers are combined here for ease of comparison. The detailed response data are provided in Annex 2.

Chart 5 : Teaching methods frequently used by primary teachers and TTC lecturers



Source: Table T9, Annex 3

Conclusions – Overview of teaching practices

Respondents clearly knew the term 'student-centred teaching' and few teachers had difficulty identifying elements that they considered (rightly or wrongly) to be student-centred teaching. As described above, however, while TTC lecturers were more likely to select answers relating to individual student participation, answers from primary teachers and officials answers reflected a particular lesson pattern that they had learnt.

The findings of this study concerning the importance of group work correlate closely with other assessments of teacher practices over the last decade. That is not to say that teacher practices have remained static over this period. While one Khammouane district official noted that group work and the 'new teaching method' had not changed since he had trained as a teacher in the 1990s, more than one teacher, particularly in Savannakhet, noted that they had only received training in dividing students into groups in the last two years. One teacher was particularly pleased to have learnt how to break students into groups that included both weak and strong students because she saw a marked improvement in the understanding of the weaker students when they had stronger students to help them. For the last twenty years the only method she had used was teaching from the blackboard.[25] These findings have important implications for the starting point for teachers in understanding and adopting changed teaching practices.

[25] Interview No.505, 29/3/2016.

3.2 Knowledge and perceptions of student learning outcomes

A crucial need in establishing sustained change in teacher behaviour is the belief that the current situation has problems that need to be addressed (Chart 1, Section 2), in this case that student learning outcomes or results are inadequate. For this to be possible, teachers need realistic information about their students' learning outcomes, preferably on a comparable basis with those of other students in Lao PDR, and to feel that the current situation needs to change.

All of the primary teachers interviewed tested their students. Teachers were evenly divided between those who said that most of their students got most of the answers right in tests (50%) and those who answered that some of the students got most of the answers right (45%) (Annex 3, Table T.12.CE). 5% of primary teachers interviewed said that all of their students got all of the answers right all of the time suggesting that either the teachers felt that this was the 'correct' answer, or that the tests were too easy. District officials in both Savannakhet and Khammouane had clearly established a monthly process of reporting student test results to the district education office. In some cases this report was used as a basis for deciding on district visits to assist weak schools (Section 3.5).[26] As suggested by some district officials, however, scores from tests developed and delivered by individual teachers were not always a good basis on which to develop a realistic perspective of student abilities.

Teachers in Savannakhet and Khammouane were asked if they could compare the standard of their students to that of other schools, districts, provinces or other countries. While 10% of teachers were unable to compare the level of their students to those in any other location, almost half (47%) of teachers were able to compare student results in their school to other schools in their district, while 25% were able to comment on student results in their district compared to other districts.

District meetings, or visits from school officials provided a source of official information for some teachers about student results, however teachers were more likely to rely on hearsay or personal perceptions to assess the level of their students. Most commonly, they received their information from personal sources (35%), including information from friends and from teachers in neighbouring schools or from personal observation of other locations to form personal opinions (Annex 3, Table T.12.2-O.12.7).

> "In general I feel that students in our school are about the same level as for others who don't speak Lao. These students learn much slower. Students are about mid-level compared to other villages in the area."
> *Interview No.521, 31/3/2016*

Four teachers from Xebangfai district (and nowhere else) referred to information from television as a source for comparing the level of their students. One teacher was impressed to see students from different countries in Grade 1 using a computer on television. She took this to mean that those students were much better than those she was teaching.[27]

School cluster competitions were also an important source of information for teachers, in particular for schools visited in Khammouane, where teachers talked about school cluster competitions for students in Grades 1 to 4. Teachers in Khammouane province used the results from these competitions to substantiate their answers concerning the standard of their students and their teaching ability. In Savannakhet, teachers also valued such competitions in Phalanxay district, but they were not mentioned in Vilaboully district.

[26] This practice was not mentioned in the Luang Namtha districts visited, although the question was not asked specifically.

[27] Interview 523, 31/3/2016.

In terms of education officials, more than a third of officials were able to compare the results of their district to those of other districts in the province (38%), however, the majority could not (62%) despite reports that monthly meetings were held at the provincial level to discuss provincial education outcomes. 18% of district officials were unable to compare the results of students in their district with any other location. This was particularly the case for Savannakhet where four out of the ten pedagogical advisors interviewed were not able to compare student results in their district with any other location. Given that pedagogical advisors are key to connecting schools in a district with each other and best practice teaching methods, this is a clear weakness in the system.

Officials were most likely to base their information on the excellent student competitions at the district and higher levels (38%) or from Grade 5 examination results (27%). While the sample size for principals was too small to draw substantive conclusions, where principals did have comparative information about their student results, as for officials they tended to emphasise the importance of excellent student results and national Grade 5 exam results. Principals and officials from Viengphoukha district in Luang Namtha were particularly consistent in referring to the excellent student results as their source of information (Annex 3, Table T.12.2-O.12.2C).

Conclusion – Awareness of student outcomes

Overall, teachers did not have a strong sense of their students' outcomes compared to other locations, and if they did it was only in relation to the best students. Many teachers referred to the excellent student competitions to justify their opinion about the quality of their school. Officials likewise focused on the success of the best students, including achievements in the Grade 5 and excellent student competitions as a source of pride, rather than on the achievements of the majority of students. Where available, access to these results did enable teachers to reflect on their own performance and how it might relate to student outcomes. One teacher from a district centre school teaching Grade 5, noted that despite their school having all the necessary materials and a good school environment they still did not regularly get the top results in the annual examinations. She did not understand why other schools in the district that were less well-off had more successful students. The comment then led to a reflection on the adequacy of her personal teaching ability.[28]

In general, few teachers had a firm foundation on which to judge their students' learning outcomes, although very few teachers interviewed seemed to think that their students were doing very well. What results were available to officials and teachers were concentrated on excellent students, rather than the majority of average of students. Increasing the knowledge of student learning outcomes and at the same time enabling teachers to test the effectiveness of different techniques in the classroom could offer them a positive path for improvement.

3.3 Perceptions of teaching methods and ways to improve student outcomes

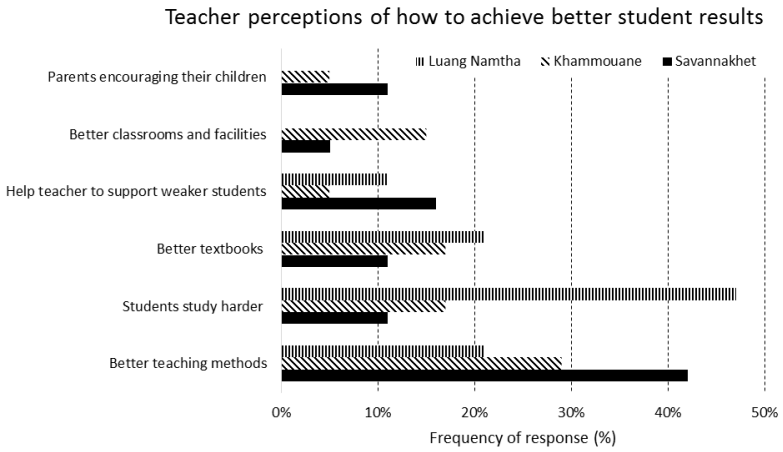
Although teachers were moderately aware of problems with student learning outcomes and results, the next step was to ascertain whether they thought improving teaching methods would help to improve student results. From a list of eight activities, teachers were asked to choose the activities that they thought would most help to achieve improved student results.

[28] Interview No. 516, 30/3/2016.

3.3.1 Perceived importance of teaching methods

Across all provinces, teachers considered '*better teaching methods*' to be the most important factor for improved student results, equal with '*students studying harder*' (29% of respondents in each case). After accounting for these two categories, teachers ranked '*parents encouraging their children to study*' so frequently in their top 3 and 4 answers that this answer received the most votes in the top four for all respondents (Annex 3, Table T.17.C-O.15). There were differences between provinces in response to the question: with 47% of teachers in Luang Namtha and 30% of teachers in Khammouane province selecting '*students study harder*' as the most important factor for improved student results, while the most significant response for respondents in Savannakhet was '*better teaching methods*'(42%) (Chart 6).

Chart 6 : Perceived factors leading to improved student results



Source: Data table T.17C-O.15 (Annex 3)

Better classrooms and facilities, and IT equipment were ranked least frequently in the top 4 by teachers (11% and 7% respectively), with the exception of Savannakhet, where several teachers felt that IT equipment would help students understand modern life and help teachers to prepare materials for teaching more easily (Annex 3, Table 17.1). Comparing across the provinces, Luang Namtha teachers were least likely to consider better facilities in their top four priorities for improving student results (no positive answers) compared to other factors, but they were most concerned of all provinces with getting help for teachers in supporting weaker students (20%).

By contrast, officials across all provinces considered better teaching methods as the single most important issue for achieving better student results (44%). However, in Luang Namtha, '*teaching methods*' was ranked equally with '*better textbooks*'. On deeper inspection, it was found that the issue of textbooks highlighted by officials in Luang Namtha was not so much the quality of the textbooks, as the absolute lack of textbooks, particularly for Grades 3, 4, and 5. Textbooks were seen as one of the least important issues in Savannakhet and Khammouane (17% and 0% of responses respectively). Again, in contrast to teachers, officials ranked better classroom facilities overall in second position behind teaching methods as important for achieving student results (16% of responses) (Annex 3, T.17.C-O.15).

> "Teaching methods are at the heart of learning. The teacher can find many different ways to help students understand fast and there are many different ways of teaching."
> *Interview No.312, 19/3/16*

For officials the least important factors for improving student results varied significantly across provinces. While officials from Luang Namtha saw IT equipment as the least important of all improvements proposed (only 5% of responses in the top four), 20% of officials in Khammouane placed IT equipment in their priority top four issues, on a par with better teaching methods. Officials in Savannakhet and Khammouane were least interested in better textbooks (8%) and students studying harder (5%) respectively.

Teachers often transmit their priorities to their students. In this case TTC lecturers in both Luang Namtha and Savannakhet prioritised by a long way the need for better teaching methods (67% of responses), followed, a long way behind, by more help for teachers in supporting weaker students (17%). TTC lecturers placed very little emphasis on the other items proposed, with better textbooks and parents' encouragement receiving no positive responses. TTC lecturers also emphasised the fundamental importance of better teaching methods in interview.

> "If students are successful in study it depends on the teacher, because the teacher is the person teaching them."
> *Interview No. 529, 1/4/2016*

Why did respondents choose their answers?

For the teachers who chose 'better teaching methods' as the most important factor for achieving better student results, the most common reason was that better teaching methods would help to improve the understanding of students, and particularly of weaker students (Annex 3, Table T.17.1-O.15.1). Some teachers pinpointed particular difficulties with their existing teaching methods '*The current method of teaching does not work well to provide knowledge to students… The students cannot study well in multi-grade classrooms*.'[29] Multi-grade teaching difficulties recurred as a theme for other teachers.[30]

> "Whether students study well or not depends on the method of teaching. So we always need new methods."
> *Interview No. 111, 14/3/2016*

> "The teacher has to find new teaching methods that are suitable to improve the level of the student."
> *Interview No. 517, 30/3/2016*

Where teachers chose 'Students study harder' as being most important for achieving improved student results, the main reasons given were that studying harder was the best way for students to know more and get better results. While one teacher felt that this was particularly important for ethnic groups who did not speak Lao as their first language and needed extra time to practice Lao language,[31] others felt that students played too much and did not pay enough attention to study[32] or that they should learn at home so that they could remember better when the teacher asked them questions in the classroom.[33]

Teachers placed importance on the role of the parents in achieving better student results for two main reasons: in order to ensure that students attended school, and to encourage students in their studies.

> "'Parents should provide more support for their children to study. If parents do not care then children do not want to study either."
> *Interview No. 549, 5/4/2016.*
> Interview

[29] Interview No. 207, 17/3/2016.
[30] Interview No. 320, 28/3/2016.
[31] Interview No.302, 15/3/2016
[32] e.g. Interview No.209, 18/3/2016.
[33] Interview No. 200, 15/3/2016.

For officials and TTC lecturers, better teaching methods were selected not only as they related to improved student understanding but also as they related to maintaining the interest of teachers and students, keeping up to date with changes in the wider world and ensuring that students receive new knowledge. The issue of modernising was repeated in relation to existing textbooks '*Teaching materials at the moment are not modern. Students see many new things on TV and they should see new things in the curriculum*."[34] TTC lecturers were more likely to be able to compare teaching methods in Laos with other countries and described those in other countries as 'modern'.[35] TTC lecturers and officials who chose '*students study harder*' as the best means to improving results, were not referring to attendance as for teachers, but to the 'new teaching methods' described in Section 3.1, and to the importance of students' commitment to their study in order to progress. For one official, 'Students must study harder. If they can't study then they can't do anything.'[36] Officials also equated improved teaching methods with better lesson planning (Annex 3, Table T.17.1)

> "Students will get bored and don't want to come to school if the teacher is always teaching the same thing so teachers should improve their teaching methods."
> *Interview No.514, 30/3/16*

Conclusions – Importance of teaching methods for improved student outcomes

All categories of respondents placed a high priority on improving teaching methods as a means to achieving better student results, although some immediate factors such as the current lack of textbooks in Luang Namtha overshadowed this issue in some cases. There was a difference of opinion between officials who placed a higher priority on issues related to the physical environment (*e.g*. classroom facilities, IT equipment) compared to teachers who were more concerned about getting students to study harder, and engaging parents in sending students to school. Teachers in some areas faced constraints relating to student attendance and study motivation that they considered overshadowing the impact of their teaching. Interviews suggested that student attendance and parent support for student attendance were perceived by teachers to have a significant impact regardless of which teaching methods they used which officials did not always recognise as an issue for priority attention.

Teachers were most interested in better teaching methods as a means to improving student understanding and helping weaker students. While this reason was important for officials and TTC lecturers these latter were just as interested in improving teaching methods as part of a general need to modernise teaching. As highlighted in the answers to the previous question, while teachers considered teaching methods important for improved results, they also reflected the school-level reality of poor student attendance or commitment to study as a factor in poorer student outcomes, which was not necessarily acknowledged by officials.

3.3.2 Teacher priorities regarding teaching methods

For those interested in improving their teaching methods, the question then remains – what type of teaching methods do they consider most important?

Teachers and officials were asked two different questions to assess teacher priorities. In the first, respondents were provided with eight different types of skills and knowledge from which they were asked to select those that they would most like to develop further. These items or techniques were broadly divided into three categories, representing flexible teaching practices, more inflexible or

[34] Interview No. 515, 30/3/16.

35 Interview No. 527, 4/4/2016, Interview No. 532, 4/4/2016.

36 Interview No. 534, 1/4/2016.

'teacher'-centred practices, and 'mixed items' that could be considered in either category but were frequently reported as problems in earlier studies (Chart 7).

For **teachers**, just over half of teachers (53%) rated lesson planning as the most important skill or knowledge for further development. This overall figure masks significant differences between provinces. In Luang Namtha only 32% of teachers rated lesson planning as important, while it was given a much higher priority in Savannakhet (58%), and Khammouane (70%).

Box 1: Different perspectives on lesson planning

Lesson planning was identified as a source of tension between teachers and officials; district and provincial education authorities; and even with teacher training colleges. In all provinces the tension focused on the format that the lesson plan should take. In Luang Namtha teachers were required to fill out a 'three column' lesson plan and this was checked by pedagogical advisors and district education officials. By contrast, they complained that the Luang Namtha TTC taught a 'seven column' lesson plan that was far more complicated and difficult to implement. Such lesson plans were largely disregarded once teachers took up their posts and had to be re-trained in the three column method by pedagogical advisors to meet district requirements.

In Khammouane the picture was more complicated. The provincial education office described how they were well aware of the problems facing teaching in the province. Rather than spread their efforts to improve many different aspects, they had decided to concentrate on lesson planning in the first instance, which was an area where they had faced many difficulties. Teachers were trained in one method at the Savannakhet TTC, the central ministry had come to advise them on a different method, and now the UBD method (Understanding by Design) method was being promoted. With the confusion, teachers were refusing to do the lesson plans at all. Consequently, in the past two years the provincial office had decided to adopt a single format for the whole province. Following training, the provincial office was now doing unannounced school visits to see whether teachers were doing their lesson plans, and they were seeing some improvements.

One of the lecturers responsible for teaching lesson planning at Savannakhet TTC described a variety of lesson plan formats that were taught to teachers. However, he concluded that it was up to teachers to adopt the lesson plan format they preferred, as all lesson plan formats had the same objective. Flexibility in theory that had not translated into flexibility in practice

At the district level, the emphasis on a united lesson plan had varying levels of success. While the teachers interviewed in Khammouane province clearly had lesson planning at the forefront of their minds, this did not necessarily mean they were adopting it in practice. One principal described how the pedagogical advisor had come to the school earlier in the year to advise them that they needed to adopt the UBD method in their lesson planning. The principal had asked her several questions about the new method but the PA had been unable to answer them. Consequently the principal had decided that the school would not adopt the new method until they were able to get proper training.

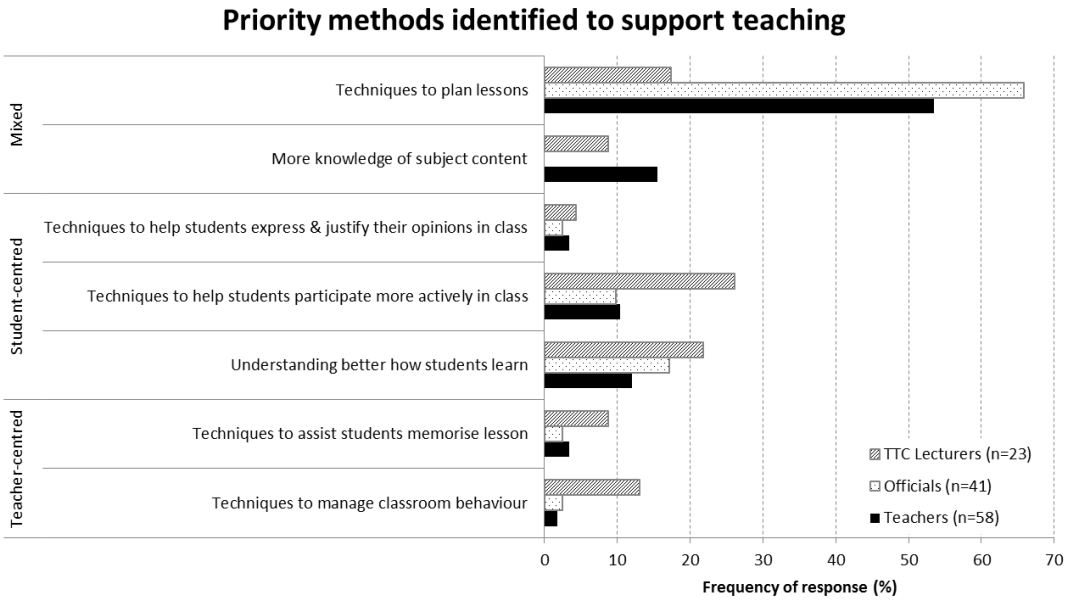
Once lesson planning is accounted for, of their top 4 priorities, teachers were generally most interested in developing skills in relation to encouraging more active student participation in class (19%) and students expressing their opinions (16%), and were least interested in techniques for keeping control in the classroom – managing class time (5%) or managing classroom behaviour (4%). Teachers consistently complained that one of the biggest challenges they faced was in encouraging students to participate in class and ask questions (Section 3.4). 16% of teachers were also interested in techniques to assist students memorise their lessons. This response can be understood in at least two ways. In Luang Namtha, one teacher stated that student-centred teaching methods were inappropriate for Grade 5 as the students need to memorise for their end of year examinations.[37] Memorisation was also referred to more generally as a way students would be better able to answer student questions in class.

37 Interview No. 208, 18/3/16. Note that one district official in Khammouane province felt that student-centred teaching was inappropriate for Grades 1 and 2, because students in these grades could not read sufficiently well to find the relevant information in the textbook (Interview No.557, 6/4/2016).

Officials in Savannakhet, and particularly in Khammouane, were also overwhelmingly interested in their teachers acquiring improved skills in lesson planning. All but one official in Khammouane (93%) chose '*Techniques for planning lessons*' as the most important knowledge or skills that teachers needed to develop (Chart 7, Annex 3, Table T.14-O.13).

TTC lecturers showed the greatest interest in developing techniques in flexible / student-centred teaching methods, although memorisation was still seen as important over their top four priorities.

Chart 7 : Top priorities for development of teaching practices

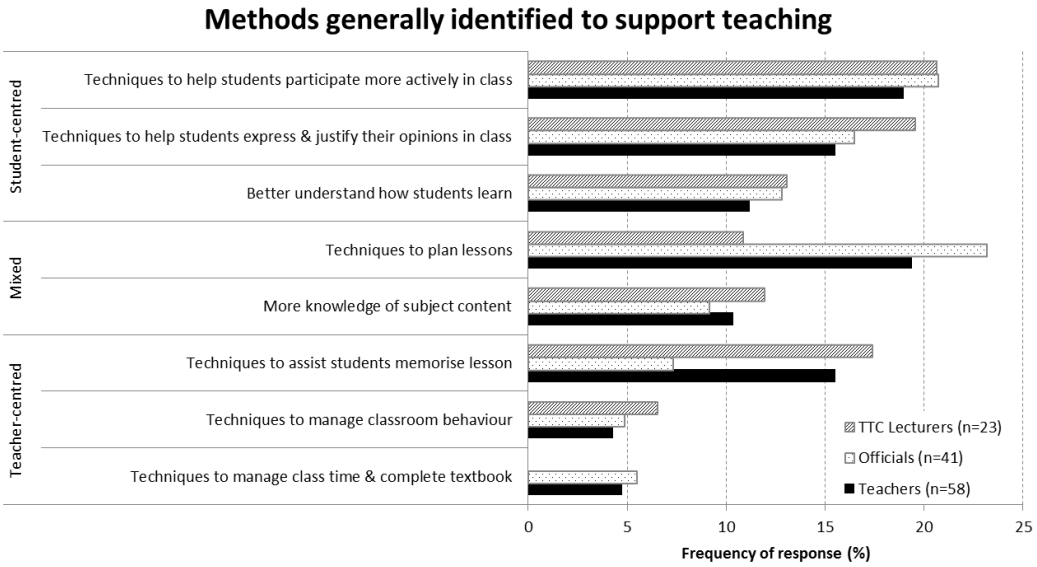


Source: Table T.14-O.13, Annex 3.

In the second question, teachers were asked to select from eight different activities the one that they felt would help students most.

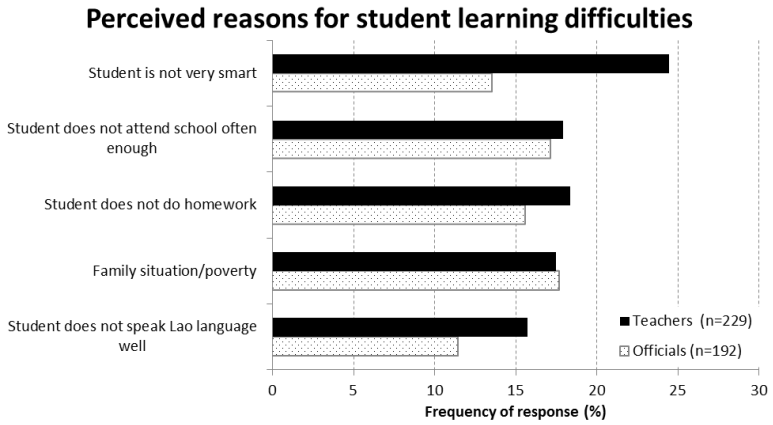
The results showed that **teachers** felt that spending more time with students facing difficulties would bring the most benefit (33%), while allocating more time to completing the lessons in the textbook was the second most important issue (26%) (Table T.16-O.14). Teachers were least interested in testing students to assist their learning (7%) or in engaging parents and friends in student learning (16%) to improve student outcomes. However, when teachers' top four approaches were taken into consideration, talking to parents was the highest ranked overall priority (15%). The combined results in relation to parents would seem to confirm that teachers see parents as important for increasing the commitment of students to schooling, rather than assisting with their actual learning or results. '*Testing students so that they can learn from their mistakes*' was the least popular method to encourage student learning (3%) (Chart 7).

Chart 8 : General opportunities identified to develop teaching practices



Source: Table T.14-O.13, Annex 3.

Chart 9 : Perceived reasons for student difficulties



Source: Table T.18.1.1-O.16.C, Annex 3.

When asked for the reasons for their responses, teachers who wanted to spend more time with weaker students provided a number of reasons. For some, extra teaching time would provide students with the opportunity to catch up on lessons they had missed (2 responses), or enable teachers to pay particular attention to students who had Lao language difficulties (2 responses). For those who considered spending more time on the textbook as important, more than half were in Luang Namtha (9 out of 15 responses, or 60%). Follow-up interviews highlighted the concern, particularly in Luang Namtha, that teachers faced great difficulty in completing the allocated lesson in the allocated time period and still ensure that students had understood the lesson. In Luang Namtha the issue was felt to be particularly acute because of the low Lao language competency of students.

> "Teachers have to spend a lot of time to explain to students because they are slow to understand and cannot speak Lao well."
> *Interview No. 302, 15/3/2016*

> "If we do not take enough time, students will not understand. For example in mathematics. The problem is not only about lack of Lao language, it is also that we do not have enough materials to teach the lesson."
> *Interview 200, 15/3/2016*

Officials were more likely to consider that student learning would be enhanced if students could relate their school experience back to their home life as a means of making the lessons relevant for them[38], enabling them to resolve everyday problems,[39] or so that they would learn faster[40]. Teachers spending more time on helping weaker students was also considered important (22%) however less important than the concern shown by teachers. As with teachers, testing students so they could learn from their mistakes was the lowest priority among officials (0 responses), alongside talking to parents (2%). In direct contrast to teachers, however, officials also placed spending more time on individual lessons as very low on their priorities overall (7%). Across their top four priorities, responses from officials mirrored those of teachers (Annex 3, Table T.16-O14).

By comparison, **TTC lecturers** were overwhelmingly focused on assessment-centred learning (43%), with the primary interest being in testing students so that they would learn their lessons (25%), rather than on testing so that students could learn from their mistakes (8%).

Conclusions – Preferred teaching methods

Regardless of the understanding of student-centred teaching in theory, as described in Section 3.1, responses showed that teachers themselves are interested in more active participation of students in class and finding methods to help weaker students. They believe that these methods will help with student learning and outcomes. They expressed less interest in managing classroom behaviour or techniques for managing class time, although this latter issue emerged as important with regards to assisting weaker students (Section 3.4). This pattern was less evident among TTC lecturers and officials. While TTC lecturers placed a high priority on better teaching methods overall, this did not appear to be related to more individualised student support. The priority given to lesson planning in some provinces should be understood in the context of particular provincial priorities (Box 1). Lesson planning was at the forefront of officials and teachers minds in those provinces where there was an official policy or program to improve lesson planning, suggesting that policy drives are successful in raising awareness of particular priorities, and at the same time they increase interest in support to help implement the policy.

3.3.3 Constraints to adopting new practices

Ultimately teachers are most likely to adopt practices that deliver positive results, so long as they are not impeded by the practical realities of the classroom.

> "Teachers have to spend a lot of time to explain to students because they are slow to understand and cannot speak Lao well."
> *Interview No. 302, 15/3/2016*

In line with the focus on student-centred teaching in this study, teachers were asked to choose two students who had difficulties in their class, and describe the primary reason for the students' difficulties. Officials were asked to describe the most common reasons for weak students under their responsibility (Chart 9, Annex 3 Chart T.18.1.1-O.16.C).

For teachers, the most commonly described reason for student difficulties was that the students were not very smart (24%), followed by students not doing homework and not attending school (18% respectively), and students having difficulty with the Lao language (16%). For officials, the most frequently cited problem was the family situation (18%), followed closely by school attendance (17%) and students not doing homework (16%), although frequently these described a single issue (Annex 3, Table T.18.1.1-O.16.C).

[38] Interview No.133, 18/3/2016

[39] Interview No. 514, 30/3/16

Student attendance, homework and family situation were closely linked in the minds of teachers and officials. Teachers expected students to attend and do their homework so that they could progress with their lesson. In some cases the students did not do their homework because they could not answer the homework questions,[41] but in other cases teachers believed this was because students and their parents did not sufficiently prioritise attendance and schoolwork.[42] Reasons teachers gave for students not being smart included a disability[43] or the students' family situation (Annex 3, Table 18.2.D). Lao language ability emerged as an issue on a number of fronts.

> Two students in the class have parents who left them behind. Their brain has not developed. They listen but they are not interested and cannot answer questions. Often they do not have the right clothes or things for study.'
>
> *Interview No. 571,7/4/2016*

One teacher in Savannakhet had a very precise understanding of the constraints on his teaching. '*If students came to class then I could move forward faster with the lessons. 45 minutes is not enough time, I need one hour for a lesson, especially for students who do not speak enough Lao*.'[44] However the problem of insufficient time was not confined to non-Lao speakers. In one school in a Lao-Tai speaking village a teacher explained that '*Students understand the lesson better if the teacher teaches the same thing and gives exercises to the students many times*.'[45] Teachers in Luang Namtha and Savannakhet in particular specified that they struggled to teach weak students and keep to the lesson plan (Annex 3, Table 16.1).

Another common difficulty that teachers faced was the lack of participation of students, and this reflected on their ability to participate in group work. "*The student always feels scared in the classroom and is afraid to ask the teacher because they got this feeling from their family. So the teacher has to encourage the students to feel confidence to answer the teacher's question and to participate in group work.*"[46]

> "Students are very weak in the Lao language and we do not have any materials to help them understand. They start to be better from Grade 4, but before that time they have trouble participating."
>
> *Interview No. 521, 31/3/2016*

Teachers also perceived constraints in helping weak students because of the impact on stronger students. '*The difficulty is that strong students are annoyed if the teacher says the same things many times slowly. The teacher has to repeat again and again.*'[47]

Outside of the classroom earlier studies have highlighted constraints on the time of teachers, particularly where their income is insufficient and they spend additional time in the evening searching for food.[48] In addition, for five of the six districts visited, teachers reported on average spending an additional 4.25 hours per week preparing lessons and 2.85 hours a week marking homework.[49] To the extent that additional time is needed to adopt flexible teaching methods, these existing commitments may constrain the ability of teachers to adopt new teaching methods.

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[41] Interview No. 547, 5/4/2016

[42] Interview No. 510, 29/3/2016

[43] Interview No. 502, 29/3/2016; Interview No. 207, 17/3/2016; Interview No. 202, 14/3/2016.

[44] Interview No.510, 29/3/2016.

[45] Interview No. 522, 31/3/2016.

[46] Interview No. 570,7/4/2016

[47] Interview No. 317, 19/3/2016

[48] World Bank, 'Teaching in Lao PDR', in World Bank, (2008).:64-65

[49] ASLO III data (2012).

Conclusions – Constraints to adopting new practices

Teachers face a variety of difficulties in the classroom that impacted on their ability to adopt student-centred teaching. While they may be interested in helping weaker students, they are not necessarily clear on how to do this without impacting on stronger students. While they may wish to have more active student participation in class, they may also not have the tools to overcome existing student issues. Overall, the prevalence of the response that students have difficulties because 'the student is not very smart' suggests that the teachers were simply not able to identify the learning difficulties of students, or the tools to meet their needs.

3.4 The confidence of teachers to change and adopt new teaching practices

As described above, many teachers believe that student results need improving, and that, if students are attending school, appropriate teaching methods will go a long way towards helping weaker students to improve their results. The next step was to assess teachers' ability and confidence in implementing change, as 'successful teachers usually have a record of success behind them, providing a cushion to fall back on in the event of failure. Teachers who don't have that cushion are much more likely to avoid change because it places them too much at risk.'[50] In other words, teachers who are confident in their ability are more likely to embrace change, other factors being equal.

In the absence of a concrete proposed change against which to assess teachers' confidence, teachers were asked about their general level of confidence, and the reasons for that confidence, based on their experience in implementing changes in the past.

3.4.1 Perceived confidence of teachers, officials and TTC lecturers

Teachers: All teachers reported that they were confident in their teaching to some extent (Annex 3, Table 19.D). On average, 78% of teachers interviewed were confident some or most of the time, while 22% were very confident (Table 2). Answers varied between provinces with teachers in Khammouane least likely to describe themselves as 'very confident' (5%) while teachers in Savannakhet were the most likely to be 'very confident' (37%). While it could be expected that teachers would derive their confidence from student results or other forms of feedback, overall the most common reason for teachers to be confident was their sense that they were dedicated to their profession (Annex 3, Table 19.1). Some of the practical examples that teachers provided to illustrate their dedication included the efforts they expended to persuade students to come to school,[51] that they would hold the hand of the student to help them learn how to hold their pencil properly,[52] and, in Luang Namtha in particular, teachers referred to developing their own teaching materials for their students, as a sign of their dedication.[53]

Many teachers, however, were less specific, talking in more general terms about how they turned up to class regularly and taught the students according to the rules, as reasons for their confidence (13 responses). Less likely reasons for confidence were the simple statement that the teacher had to be confident in order to teach the students, or their ability to solve specific issues (school attendance, student discipline *etc*. In Luang Namtha, having sufficient knowledge of teaching was important for teachers compared to other provinces, but overall belief that they were 'doing the right thing' was the most important reason for confidence among teachers (Annex 3, Table T.19.1).

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[50] Hunzicker.: 45.

[51] Interview 407, 17/3/2016

[52] Interview 207, 17/3/2016, Interview No. 542, 4/4/2016

[53] Interview 400, 15/3/2016; Interview 402, 15/3/2016

Table 2 : Confidence of teachers in their practice

19. D. How confident are you that you can help students who are having difficulties in class?	Teachers			
	Luang Namtha %	Savannakhet %	Khammouane %	Average %
1. Not confident	0	0	0	0
2. Confident in some cases	42	32	45	40
3. Confident in most cases	32	32	50	38
4. Very confident	26	37	5	22
Grand Total	**100**	**100**	**100**	**100**

Source: Table 19D

Where teachers were less confident, they cited their lack of ability to solve specific problems, in particular their lack of ability to assist weak students. One teacher acknowledged that he felt students were not progressing because in some subjects he himself did not understand the lesson very well and therefore his teaching was not so good.[54]

Officials: For officials the variation in confidence across different districts was marked. Within Khammouane, for example, officials in Xebangfai district were far more confident than their counterparts in Gnommalat district (Annex 3, Table O.21.D). In Xebangfai the pedagogical advisors were generally backed by years of experience, with only one of five having been in the position for less than five years, and three with more than 15 years' experience. Officials were most likely to base their confidence on their ability to solve problems that teachers put to them (41%) while the most likely reason for them to lack confidence was because teachers did not follow their advice, or because they were not able to resolve many issues by themselves (Annex 3, Table O.21.1.D).

TTC lecturers: The most common reasons given by TTC lecturers for their confidence related to their knowledge of teaching methods, and in particular the number and variety of teaching methods they knew (Annex 3, Table 19.1D).

Conclusions – The confidence of teachers

Overall teachers were confident in their teaching abilities (Table 2). Teachers took their confidence in particular from benchmarking their performance against the perceived 'correct practices' of teaching, rather than, for example, feedback from student results or because of feedback from their superiors. Not a single teacher referred to being confident because of feedback from their superior. If teaching practices are to be changed over the longer term, then deeply held beliefs about correct teaching practice will need to be addressed to include a much stronger focus on the learning outcomes of all students.

[54] Interview No. 111, 14/3/2016.

3.4.2 Experience of teachers with adopting new teaching methods

As described above, teachers who have experience positive change in the past are more likely to adopt positive changes in the future. Teachers' overall confidence was then tested against their previous experience in adopting new teaching methods. In order to test teachers' overall confidence, teachers were asked whether they had encountered any interesting teaching methods since graduating from teacher training college, and whether they had adopted those methods in their classroom.

Overall, 90% of teachers said that they had seen a new teaching method that they found interesting since graduating from teacher training college (Annex 3, Table T.10). The most frequently mentioned method in Khammouane was lesson planning (42%), which coincides with the particular push on lesson planning in that province (Box 1, page 17). By contrast, in Luang Namtha and Savannakhet the most frequent responses concerned how to use of teaching materials in the classroom (36%), and in Luang Namtha teachers also referred, in addition, to learning how to make the materials for the classroom (20% of Luang Namtha responses) (Annex 3, Table 10.1). While teachers generally referred to materials (*ubakhon*), on closer questioning these materials usually referred to letter cards for Lao language (particularly in Luang Namtha), objects for counting during maths lessons, or paper and cardboard to use in specific activities.

These answers corresponded to the answers provided by the respective TTC lecturers responsible for training teachers in these provinces. TTC lecturers in Luang Namtha were most likely to cite the use of teaching materials as a new and interesting method (50% of responses), while more than half of the teachers from Savannakhet TTC (64%) mentioned lesson planning. To some extent, the data for Savannakhet TTC were no doubt influenced by the UBD lesson planning training that a number of them said they had received the day before the interview.

While these overall data give a general understanding of the focus of training or advice that teachers had received since graduating, interview responses gave a far more detailed picture of what constituted '*new'* for different teachers. For example, despite the prevalence of group work as a pre-eminent form of teaching across the three provinces, group work was new for one teacher in Savannakhet, who was pleased to learn about group work the year before. He found that students now competed to get good scores and weak students participated more than they did previously.[55] With regards to materials, the '*new'* component, for some referred to the introduction of letter cards so students could learn their letters, for others it referred to the use of colour or pictures on the letter cards,[56] or the use of letter cards which were otherwise more 'modern' than those used previously. One recent graduate from the Luang Namtha teacher training college was very pleased with the advice she had received from a visiting pedagogical advisor that she should stand to the side of the blackboard while she was teaching so that the students could see what she was showing them on the board. She was so pleased with the advice that she made sure she gave the same advice to students when she asked them to come to the blackboard and present their answers.[57]

After describing the new teaching method that they were interested in, teachers were asked whether they had used ("*adopted*") the method in their class, and why or why not they had used it. The most common reason given for adopting the new method was that the teacher could see improved student understanding or results from the new method (14 responses). One teacher described how she now used the new method of student-centred teaching in her classroom because before there were usually 7 or 8 students in a class of 15 who did not understand the

[55] Interview No.570, 7/4/2016.

[56] Interview No. 508, 29/3/2016.

[57] Interview No. 407, 17/3/2016.

lesson, but now there are usually only 4 or 5 students who had problems.[58] For this teacher, 'student-centred teaching' referred to group work and students looking for answers independently in the textbook.

In terms of reasons why teachers did *not* adopt new teaching methods they found interesting, several teachers, particularly in Luang Namtha stated that they did not have, or could not find the materials that had been suggested to them.[59] Another teacher in Phalanxay said that he had created all the materials for the students and they had decorated the classroom while he was teaching Grade 1, but there was no way of locking the classroom and the decorations had all been destroyed. This year he had moved to teach Grade 3 and he did not want to start again.[60] In terms of new forms of lesson planning they had seen, several teachers said that they were confused by the lesson planning training they had received and could not implement it.[61]

Conclusions – Teachers' experience adopting new teaching methods

Many teachers described how they had changed their teaching practices as a result of advice or training after graduating from a TTC. There was a considerable range across what was considered 'new' for teachers. In Luang Namtha, one pedagogical advisor described how new teachers needed considerable support in their first years of teaching to even introduce such simple innovations as pointing to the mountains so that students could learn the Lao word for 'mountain' or bringing a pineapple into class so that students could associate the Lao word for pineapple with the real-life object.[62] Whereas in Luang Namtha, group work was required of all teachers, in Savannakhet and Khammouane, group work was a '*new'* teaching method for some teachers, particularly in Phalanxay. One very experienced principal in Khammouane was clearly uneasy with his own knowledge of teaching methods compared to new teachers arriving at his school with the '*new'* teaching methods.[63]

In general the responses showed a close correlation between '*new'* methods that teachers had adopted in the classroom, and the ones that they had seen with their own eyes to be effective in improving student understanding and results. A second factor important for teachers in continuing to adopt the new method was their personal understanding of the new method (for example the low level of compliance with 'complicated' lesson planning) and the amount of effort required to put the new method into practice (materials that had to be renewed for new classes).

3.4.3 Willingness of teachers to adopt a new teaching method

The flexibility of teachers in adopting a new teaching practice was then tested against a concrete example. Teachers were asked whether they had ever separated students into weak and strong groups in order to give them different levels of work appropriate to their ability. This question proved to give some of the most interesting insights into different factors impacting on teacher motivation to change or not, and the differences between provinces.

[58] Interview No.552, 5/4/2016.

[59] Interview No. 209, 18/3/2016; Interview No. 206, ??, Interview No. 504, 29/3/2016; Interview No. 509, 29/3/2016; Interview No. 521, 31/3/2016.

[60] Interview No. 510, 29/3/2016.

[61] Interview No.571, 7/4/2016; Interview No.567, 7/4/2016.

[62] Key informant interview, 17/3/2016.

[63] Interview No. 568, 4/4/2016.

Overall 69% of teachers had never divided weak and strong students into separate groups, while 7% had used separated them in this way but no longer did, and 24% of teachers said that they used this method occasionally. The responses differed remarkably by province. Only one of the respondents (of 14) who used the method was from Luang Namtha. Some three further respondents from Luang Namtha said that they used to use it but not now (Annex 3, Table T.9.3.D). The majority of teachers not only did not use this method, but also believed that it was inappropriate. 54% of respondents believed that weak and strong students should not be separated because strong students needed to help weak students in a group (Annex 3, Table T.9.4-O.12.4.D). The importance teachers placed on the best students helping not only weaker students, but also each other, was also evident in the ASLO III data from five of the six districts, which showed that teachers were most likely to help weak students by asking for the help of strong students (Annex 3, Table T.25 ASLO).[64]

> "If we break students into groups, we must have good students in the group to help weak students read."
> *Interview No. 320, 28/3/2016*

> "The students should do the activities by themselves. They should exchange their ideas. The weak students learn from the good students and the good students explain to weak students. If we separate them, the weak students will not have opportunity to ask questions."
> *Interview No. 540, 4/4/2016*

In Luang Namtha the reluctance to mix weak and strong students was emphatic. When pushed to describe under what conditions they could be persuaded to adopt this new type of group work, many respondents said they simply would not do it. One was worried about weak students becoming upset about being identified as a weak student and not coming to class again,[65] many noted that weak students simply did not participate if there were no strong students to help them (Annex 3, Table T.9.4-O.12.4D). One pedagogical advisor pushed to comment on the conditions under which he would advise teachers to separate weak and strong students said that he would only do so if he had instructions from the central Ministry.[66] Yet another teacher said that even if she had advice from the Ministry she would not do it.[67] Group work in Luang Namtha was strictly interpreted to mean groups of mixed level students.

> 'Teachers must ensure that students are not embarrassed or upset or they will miss school. If students make mistakes or the teacher is too hard they are embarrassed."
> *Interview No. 540, 4/4/2016*

In Savannakhet, and especially in Khammouane, teachers were more open to the idea of separating weak and strong students. Not only did nine teachers from Khammouane confirm that they occasionally did this, they also saw benefits in the practice. For example, one teacher said that he had tried both ways of splitting groups and found benefits and weaknesses to each. A particular weakness was that when together, weak students might rely on strong students and not do the exercises.[68] Another principal in a small school described how he would adapt his methods to the circumstances. He would use student centred weak and strong groups for mathematics questions and then help the weaker students to spell out the question so they could do it themselves. By contrast he needed to be teacher-centred when teaching Lao language, such as when he was showing the letters to the class.[69] Another teacher, in Savannakhet, said that although she had

[64] ASLO III data (2012)
[65] Interview No. 540, 4/4/2016; Interview No. 563, 6/4/2016.
66 Interview No.304, 16/3/2016.
[67] Interview No. 201, 14/3/2016.
68 Interview No. 571, 7/4/2016.
[69] Interview No. 540, 4/4/2016.

never separated weak and strong students, she was very interested to hear about the idea, and she would try it out in her class the next day.[70] This level of flexibility and critical approach to choosing specific teaching methods was almost unknown in Luang Namtha.

That is not to say that Luang Namtha teachers did not recognise some problems with group work. Some of those cited the time it took out of the lesson to move students into groups or the extra noise and disruption that it involved. One noted that group work did not help the weaker students to progress, and this was a view shared by officials who noted the problem of weak students being less likely to participate in mixed groups (Annex 3, Table T.9.4-O.12.4.D). Only one teacher in Luang Namtha suggested that group work was not appropriate, and that was because he was teaching a multi-grade class where the numbers were too small at each level to separate students into groups.[71]

While agreeing with teachers that mixed groups of weak and strong students were preferable, officials also suggested that teachers would not be willing to undertake this method because giving different topics to weak and strong groups would mean additional work for the teacher, and because teachers did not always have enough knowledge to develop different questions for the students (Annex 3, Table T.9.4-O.12.4D).

The diversity between provinces was also evident between the TTCs. While some lecturers could benefits in separating weak and strong students, only one TTC lecturer in Luang Namtha said that he occasionally separated weak and strong students in his English class because they had different levels. Other lecturers never used the method, but some could see benefits in terms of encouraging weak students to study harder. In Savannakhet, teachers were much more likely to separate weak and strong students (17%), so that their students could see different examples of group work in practice or to encourage the participation of weak students (Annex 3, Table T.9.4-O.12.4.D).

Conclusions – Likelihood of teachers adopting a new teaching method

While teachers in general were confident in their teaching ability, this confidence stemmed in large part from a belief that they were doing 'the right thing' rather than from evidence of good student outcomes or feedback from their superiors. Beliefs about the 'correct' teaching method then impacted on the willingness of teachers to change to their teaching practice. However, the attitude and willingness to change varied markedly across locations, and appeared to have a relationship with the sphere of influence of the respective TTCs, although this would require further testing for confirmation.

3.5 Organisational support for teachers to change teaching practices

Teachers who embark on a change to their teaching practice can be expected to require ongoing support to institutionalise that change, and need to believe that the larger organisation for which they work is committed to that change.

ASLO III data suggest that teachers in Lao PDR could expect to receive on average between 1.2 and 1.4 visits per year from pedagogical advisors, well below the mandated three visits per year.[72] The ASLO III data from five of the six district visits showed that in these districts visits had increased from an average of 0.88 per year in 2010 to 1.73 in 2012 (Annex 3, Table T.27). The data from this

[70] Interview No. 518, 30/3/2016

[71] Interview No. 207, 17/3/2016

[72] Research Institute for Education Sciences. 85

study also showed that almost all principals reported observing teachers in the classroom between once a month, and once a term (Annex 3, Table T.29).[73]

This aligns in general with the anecdotal accounts provided by pedagogical advisors in each district. Although the exact mechanism varied by district, in Long district (Luang Namtha) for example, the district had an annual plan whereby PAs visited each school every four months. In fact, however, PAs reported that the money for school visits usually ran out half way through the year, and PAs were restricted to assisting nearby schools for the second half of the year.[74] In Vilaboully district, one PA said that while they had previously visited all schools at least three times a year, this year the money for visits had run out at the beginning of the year and they were concentrating their efforts on district centre 'model schools'.[75] In answer to the question '*What would it take for you to observe teachers more often?*' 59% of respondents answered that they needed more money for visits. One PA noted that the problem was less that there was not enough money, and more that it was spread across several divisions of the office that made separate school visits (Division of Inspection, Division of Administration, PAs). Cost-savings could be made if different divisions combined their visits.[76] The benefits of combining the work of several divisions in a single visit would need to be weighed up against the competing functions that these visits serve in some instances, for example the possibly punitive role of school inspectors compared to the supportive function of PAs. The general concern about limited recurrent budget reducing the effectiveness of district services is consistent with the findings of other LADLF studies.[77]

In contrast to rural schools, many of the central district schools visited had their own resident PA. In some cases this was the district PA who had almost full-time responsibility for the central district school, in other cases the school had their own experienced teacher who provided advice to other teachers. The role of this school PA was associated in the minds of teachers with the need to follow school rules. For example, one teacher from a central district school teacher agreed that lesson planning was a significant burden, but said that for teachers at their school there was no choice because they had to submit their plan every month to the school PA who would check if they had done it correctly.[78]

Overall 91% of primary teachers interviewed had received feedback on their teaching since graduating from teacher training college. The five who had not, were spread evenly across the three provinces, but were particularly located in more remote schools. In most districts teachers said that they would appreciate more PA visits, but again this depended on the location. In one district teachers were not interested in PA visits and PAs complained that schools did not call them. When PAs did visit schools, the teachers did not take their advice although the PAs were experienced and appeared qualified in their jobs. In a different district where the PAs were clearly struggling in their knowledge of teaching practice, teachers appeared to welcome PA visits, although it was not clear that they were providing useful advice. The individual district dynamics appeared to be an important factor in the role that PAs can play in supporting teaching practice.

With the shortage of available funding, most officials advised that the main guide for visiting schools was the district plan of visits (36%), although districts might also adjust their plan of visits according to requests from principals or heads of school clusters (22%) or because students received particularly low results in the monthly report to the district office (12%). Savannakhet and

[73] ASLO III data (2012).

[74] Key informant interview, 17/3/2016.

[75] Key informant interview, 31/3/2016.

[76] Key informant interview, 17/3/2016

[77] See LADLF (2015) Study: http://ladlf.org/images/publications/141215_ladlf_samsang_study.pdf Accessed June 1, 2016.

[78] Interview No.518, 30/3/2016.

Khammouane provincial education authorities also reported making school visits independently of the districts, although these appeared to be inspection visits rather than teaching support visits.[79]

Support for teachers is not only provided by PAs, however. Some districts in Savannakhet and Khammouane instituted regular training for principals on specific topics as part of their monthly meetings, which they were then supposed to take back to their teachers. While the mechanism was in place, it likely had mixed results. One district head remarked that often principals either did not understand the training or they did not take it back to their teachers, but it did not always seem to reach the teachers.[80]

It would be unreasonable to think that a substantive classroom change could be sustained if it was supported only by one or two PA visits a year. Nevertheless, it was clear that a certain number of changes do get implemented because of these visits. In Vilaboully district for example, the team saw everywhere evidence that the provincial 'greening the school' project had been adopted with vigour, in the absence of concerted district visits in the previous year.

3.5.1 What officials look for in a 'good class'

> "Teachers and students must actually go to class and the class must be in order. If the students are fighting when a visitor comes this creates a very bad impression. If the students are discussing the lesson then this is a very good sign."
>
> *Interview No. 557, 7/4/2016*

In order to assess the likely priorities of district officials and principals when they do provide advice to teachers, officials were given ten separate statements from which to select the ones they thought described a 'good class' (Chart 10). The most popular answer was '*The classroom is neat and tidy*' with 90% of respondents choosing this description. In second place, '*Teachers have a lesson plan*' and '*Students talk to each other about the lesson in class*', were both chosen by 88% of respondents (Annex 3, Table O.23). Many officials felt that the school or classroom being in order was a basic sign of a good class or school. One provincial education official described how when they visited schools it was possible to know very quickly if the school was any good '*If the grounds and the trees are looked after then it goes with the students can read. If the school is not working, then everything is not working at once.*"[81]. Another official stated that '*If students are wearing their school uniform and coming to class then that means a good class.*'[82]

> "If teachers are not prepared when they go in [to the classroom] then the students do not get the knowledge. If the teacher has not prepared as they are supposed to then students will not learn what they need. Using materials helps students to remember for a long time. Materials go with the lesson plan."

Lesson plans, frequently associated with the appropriate use of teaching materials were also considered a basic sign that teachers were teaching well. On the one hand emphasis on lesson planning could be understood as an excessive emphasis on the form of education, rather than on the substance of student outcomes. On the other hand these comments should be understood in the context of the enormous variation in meeting basic standards across different schools. In one school, two teachers interviewed reported that they had been allocated to the school after the start of the school year because the village authorities had refused to allow the previous teachers to

[79] Key informant interviews, 28/3/2016; 4/4/2016.

[80] Interview No. 557, 6/4/2016.

[81] Key informant interview 28/3/2016

[82] Interview No. 555, 7/4/2016.

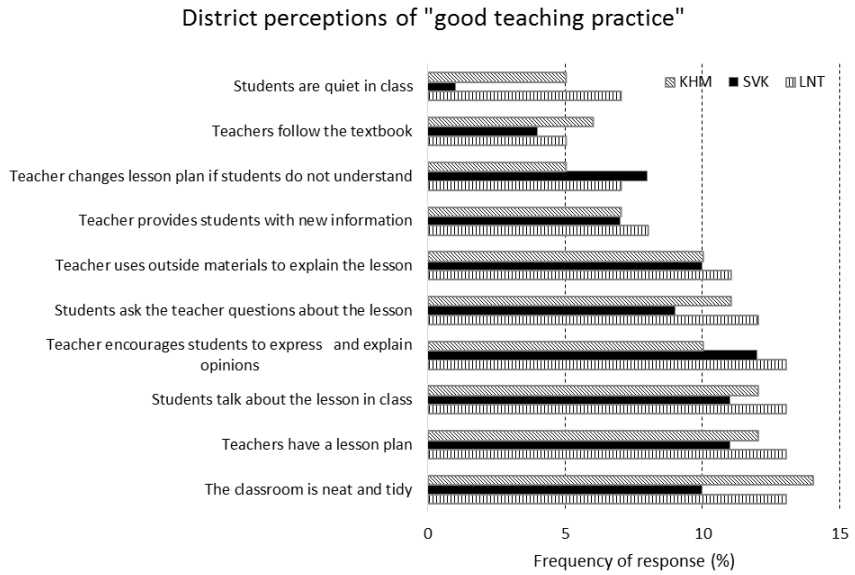
return because of their unacceptable behaviour.[83] Another two schools visited were in very bad condition, and these were also schools where it was apparent that the teachers had a difficult relationship with the village.

A number of officials chose '*Students talk to each other about the lesson in class*' as a sign of a good class. On further inspection, the primary reason for this answer appeared to be that it was associated with the practice of 'good' teaching. One official explained that "students discussing the lesson" was a 'definition' of a good class.[84] Another explained that this was one of the elements of the five-star method of learning that teachers had to follow and that it was part of student-centred teaching.[85] Two officials also chose '*The teacher encourages students to express their opinions and explain them*' as the best description of a good class for similar reasons. For one official, this answer described part of the process of implementing group work activities,[86] but for the other, the choice emphasised the importance he placed on achieving student learning outcomes.[87]

> "If the teacher can make the student give a reason for their answer, it means that the teacher has already had success."
> *Interview No.136, 29/3/2016*

The least popular descriptions of classes were that '*Students are quiet in class*' (32%) and '*Teachers follow the textbook*' (37%). It was not possible to distinguish differences in responses to this question by gender, ethnic group or years of experience. ASLO data across the three provinces provides a further perspective. The activities considered as 'very important' by principals was classroom observation and feedback on teaching, as well as community participation, with 97% of principals in Luang Namtha emphasising community participation as important.[88]

Chart 10 : What officials look for in a 'good class'



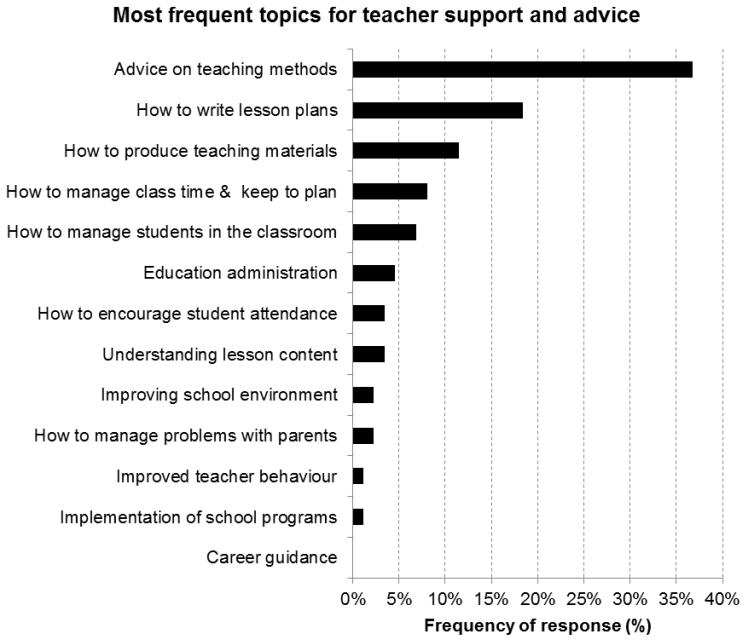
Source: Table O.23

[83] Key informant interviews,
[84] Interview No. 557, 6/4/2016.
[85] Interview No. 543, 4/4/2016.
[86] Interview No. 572, 1/4/2016
[87] Interview No. 136, 29/3/2016
[88] ASLO III data, (2012)

3.5.2 Advice officials provide to teachers

93% of principals and PAs said that they had provided feedback to teachers (Annex 3, Table O.25). Of those who had provided feedback, 78% had provided advice on teaching methods, as the most frequent form of advice (Chart 11, Annex 3 Table O.25.1). The next most frequently cited type of advice was lesson planning (39%), followed by developing teaching materials (24%). The types of advice on teaching methods included how to conduct student-centred teaching (a term used interchangeably with group work), on how to test students, or on how to improve the transfer of knowledge to students. Many cited a range of methods that they introduced such as using the correct teaching steps (listen, speak, read and write),[89] or advice on specific steps in the lesson pattern such as beginning each lesson with a short discussion about the topic, or the five-star method.[90] No official suggested they frequently provided advice on how to support weaker students in class, which was a priority concern of teachers (Section 3.3).

Chart 11 : Focus of officials' discussions with teachers



Source: Table O.25.1

95% of teachers interviewed stated that they had received feedback on their teaching. Only three respondents said that they had not, with two of those from the same school in Khammouane province. 90% of teachers had received advice from their school principal, and 79% of teachers had received advice from the pedagogical advisors. 59% of teachers also received advice from other teachers at the same school. Teachers said that they were most likely to ask the school principal (56%), while 49% said they would talk to other teachers, and in third place 42%, would talk to pedagogical advisors. Teachers in Savannakhet and Khammouane were also asked who they would most frequently speak to about challenges in their classroom. 71% of teachers said that they talked to their school principals 26% would speak to their fellow teachers (26%), and 9% of respondents said they spoke most frequently to pedagogical advisors.[91]

[89] Interview No. 546, 5/4/2016

[90] Interview No. 500, 29/3/2016; Interview No. 554, 5/4/2016.

[91] Note: This question was not asked in Luang Namtha.

The most frequent type of advice received by teachers related to teaching methods (54%), with the most common single specific piece of advice cited being the production and use of teaching materials (22%). The second most common piece of advice received concerned lesson planning (27%). In Khammouane lesson planning advice referred specifically to the UBD lesson planning method (Annex 3, Table T.24.1). This contrasts with national ASLO III findings in which 27% of teachers identified that PAs provided information to assist teachers to improve their teaching and 19% identified that PAs promoted teaching methods in the classroom.[92]

Conclusions – Encouragement provided to teachers to change their practice

The majority of teachers received advice from PAs or their principals about teaching methods, however, they were most likely to approach their school principal or teaching colleague for advice to resolve existing challenges, no doubt because they were likely to see the PA less than two times in a year. This advice most often related to teaching methods and lesson planning, however it was difficult to gauge in any depth the extent to which that advice might be 'student-centred' in the sense used for this study, although some teachers reported that they did receive advice on generic student-centred teaching methods. While teachers were concerned to learn how to help weaker students in class, this subject was not highlighted as a frequent topic of conversation with officials.

3.5.3 Extent to which teachers adopt advice provided

After teachers provided a description of the advice they received, they were asked whether they had applied this advice to their teaching practice. Given that teachers were recalling advice that was memorable for them, perhaps it is not surprising that only 1 from 49 respondents said that they had not adopted the advice. The reason provided by this teacher was that she was already teaching well and did not need to change.[93] Otherwise all respondents said that they had either changed their practice because of the advice (82%), or they had adopted some of the advice (16%). The reasons given for adopting the advice did not vary widely across different teachers or different provinces. Of those who provided an explanation, the primary reason given for adopting the advice was that it made the student understand more or learn better (43%); followed by a much smaller number who said they adopted the advice because they wanted to improve their teaching (15%). One teacher stated simply 'the old method was not correct.'[94] The types of advice that teachers found helpful varied greatly. One teacher highlighted the usefulness of the advice to walk over to student tables more instead of just standing at the blackboard.[95] A Khammouane teacher was happy with the introduction of UBD lesson planning, which she found '*clearer and more suitable for the situation*',[96] although she was one of the few to provide positive feedback on lesson planning advice.

Teachers in general were not very forthcoming about advice that they did not adopt. For those who did respond, some of the reasons given included the lack of materials to implement the activities that had been presented, or that the teacher did not understand how to implement the advice. One teacher explained how the PA had told him to change his lesson planning method but did not show him how to do this so he did not know what to do.[97]

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[92] Research Institute for Education Sciences.: Table 4.20, p.85. Note: the ASLO III data are not directly comparable to this study due to the different type of question asked.

[93] Interview No. 121, 18/3/2016.

[94] Interview No. 209, 18/3/2016.

[95] Interview No. 510, 29/3/2016

[96] Interview No. 548, 5/4/2016.

[97] Interview No. 524, 31/3/2016.

Conclusions – Support to teachers in changing their practice

There were very few locations where teachers or officials appeared to be focused on student learning outcomes or results, or on testing the contribution that appropriate teaching methods could make to improve those outcomes. Although there was a variety of institutionalised mechanisms in place to support teachers in the workplace, officials were primarily concerned to ensure that teachers met the basic requirements of their teaching profession ('the classroom is neat and tidy' – Chart 10). There was no strong evidence that organisational leaders were currently supporting student-centred teaching, understood as the implementation of practices that support the identification of individual student learning differences and the adoption of teaching methods to support those differences.

However, as described above, officials favoured a class where students were active and discussed the lesson over one where students were quiet. While they did prefer a school that was in order and where teachers had done their lesson plans, but this should be understood as a genuine achievement and positive step towards good learning in some of the locations visited. The mistake would then be not to check whether student learning was taking place in addition to checking the appearance of the school environment.

3.6 Rewards and incentives for teachers to change teaching practices

Noting the interest of teachers in supporting more active student participation in class, the study then went on to analyse the incentives or disincentives that might be impacting on teachers' willingness to adopt teaching practices such as student-centred teaching.

3.6.1 Teacher satisfaction

ASLO III found that nationwide teachers' sources of satisfaction were most likely to come from salary, students' learning progress, opportunities to develop through training, and to a lesser extent, sufficient learning and teaching materials in class, as well as the teachers' relationship with the community.[98] Since the ASLO III study was conducted in 2012, civil service salaries and allowances have changed, mostly increasing by enough to make a motivational difference.[99] In this study, teachers were asked whether they expected some of these issues to occur in the coming years, as a proxy for determining teachers' likely levels of satisfaction and corresponding levels of motivation to improve their teaching practice.

Data in Annex 3 (Table T.27-O.29.F) shows that teachers had reasonably positive expectations about improvements in issues that mattered to them over the medium-term, with expectations overall higher in Luang Namtha and Savannakhet than in Khammouane (Chart 12). In general teachers were most positive about the prospects for improvements in school facilities and teaching materials (88%), followed by improvements in student results (81%), although this average figure masks enormous differences between provinces. In Luang Namtha, 100% of teachers were confident in improvements in student results, while only 60% of teachers in Khammouane were confident. Despite almost automatic pay rises, teachers were least confident about increases in salary (66%) and in obtaining a promotion (53%). The response regarding the salary may reflect dissatisfaction with the considerable salary increase they had received in 2012, the effect of which was largely removed the following year when allowances were substantially cut. Expectations of a promotion were particularly low in Savannakhet (42%).

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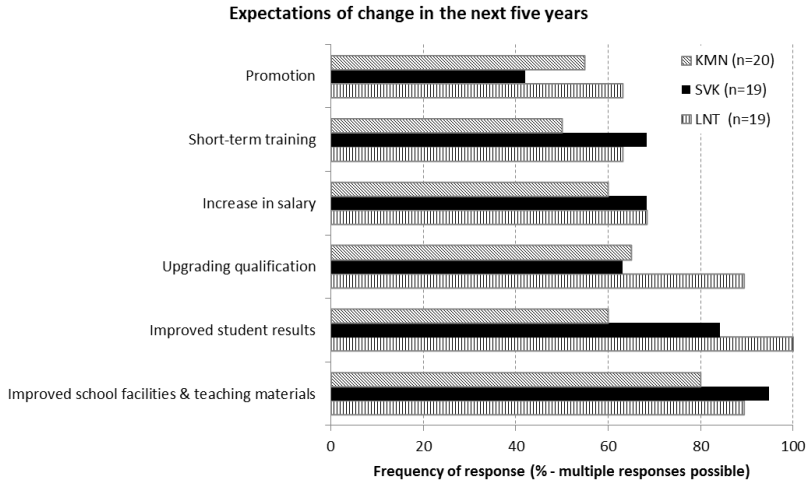
[98] Research Institute for Education Sciences.: 87-90.

[99] For example, see LADLF *Sam Sang* Study (2015) http://ladlf.org/images/publications/141215_ladlf_samsang_study.pdf and DDF GPAR 2015 analyses with MoHA.

Chart 12: Teacher expectations of changes



Source: Table T.27-O.29.F

3.6.2 Regulatory incentives

Teachers are able to benefit from a number of incentives in their capacity as teachers. The Decree on Teachers No.177/MOES (5/4/2012) allows for primary school teachers to receive a teacher career allowance of 25% of their base salary (Article 21). They also receive an annual stepped increase in their salary, depending on the outcome of their teacher performance assessment, which may be rated as 'good', 'fair' or 'poor' (Article 18). Only those with at least a 'good' rating will receive a pay increase. Those with a 'good' ranking progress one step every year, while those with a 'fair' ranking progress one step every second year. While teachers and officials were not asked in detail about the application of the performance assessment system, discussions with teachers and officials seemed to indicate that the 'poor' rating was usually only applied in cases of gross misconduct, otherwise teachers could expect steady progress through the steps in the pay scale.

Under Decree 209/PMO, teachers may receive an additional 40% to 100% of their base salary payment on achieving the rank of 'experienced', 'professional', 'teaching expert' or 'senior teaching expert'. The decree specifies that these bonuses are provided where the teacher carries out their teaching duties in accordance with requirements, has the appropriate political, moral and ethical character, an appropriate educational qualification and an appropriate number of years of experience relevant to the level of the award. In addition, the students under the responsibility of the teacher must meet the required grade. Higher levels of award require the teacher to meet additional criteria such as more years of experience, contributions to educational research, as well as contributions to Lao society, particularly in the field of education. 'Senior teaching experts', for example, must be fluent in a foreign language, have provided at least two innovative outputs while holding the rank of 'teaching expert', have held the rank of 'teaching expert' for at least three years, and have between 10 and 20 years of teaching experience, depending on the level of their teaching qualification (Article 9).

Other incentives for teachers include public-service allowances (*e.g*. for remote living and transport). Teachers and district officials also mentioned allowances for teaching multi-grade classes. Details of these allowances and further details concerning the regulations governing teacher employment are presented in the related LADLF Study on Teacher Recruitment and Distribution.[100]

[100] See www.ladlf.org

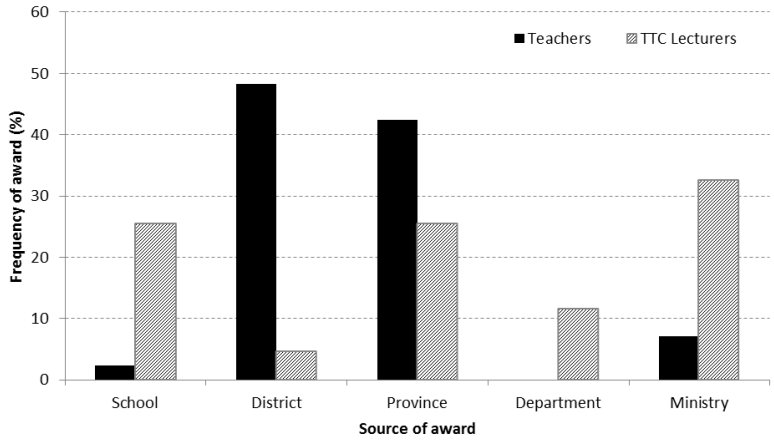
'Excellent teacher' awards are provided for under Decree 208/PMO on the Honourable Teachers of the Lao PDR. These are divided into two categories: 'national' and 'public' teacher awards. In order to receive an award under the 'public' category, teachers must have taught for at least 20 years (15 years for those in rural/remote or difficult areas), have relevant teaching qualifications and 'a proper teaching plan, tools and facilities; be able to transfer knowledge skilfully and professionally' (Article 6, 1.2), as well as meet additional moral, ethical and political criteria. 'National' level excellent teachers must meet the same criteria as the 'public' teachers, and in addition demonstrate an additional five years of teaching experience and written research 'to a standard acceptable to the education community and society' (Article 5, 5.2). In both cases, the award includes a medal, a certificate and a salary increase.

3.6.3 Teacher perceptions of incentives

The national regulatory framework allows for a range of incentives to support good teaching practice. However, in order for the incentives to be broadly effective, they must be widely known and understood and they must be consistently and objectively applied. For this reason, the study asked teachers whether they had ever received an 'excellent teacher' award, and whether they knew why teachers received excellent teacher awards. Respondents were asked not only in relation to the 'public' and 'national' teacher awards described above, but were also asked to comment more generally on any awards they had received in conjunction with their teaching.

The likelihood that a teacher had received an excellent teacher award was almost directly related to their length of service. All the teachers interviewed who had completed more than 10 years of service had received an award of some type, while all TTC lecturer respondents with 16 years or more of teaching had received an award (Annex 3, Table T.25). Across the two categories of teachers, TTC lecturers were also more likely to receive higher awards, with 33% of lecturers having received Ministry level awards, which also come with additional remuneration (Chart 13).

Chart 13: Level of awards for teachers and TTC lecturers



Source: Table T.26

For those who had received awards, teachers were then asked the reasons for those awards. The most common answer was that the award was for 'good teaching' without being able to specify the reason (21%). The second most common reason cited was that the teacher had done their teaching duty, and had not being absent from class (18%). In Luang Namtha, teachers spoke in particular about '*completing the work required of a teacher*', without providing further details (Annex 3, Table

T.26.1.F). A number of teachers said that they had received their awards not for teaching, but for administrative work. One principal very specifically reported that he had received his provincial-level award for providing the school statistics on time every month.[101] However, 10% of respondents were unable to describe why they had received an award. While several teachers interviewed had received their awards following a process of external inspection, as described in Decree 208/PMO, the majority had received their awards from the district or provincial level authorities (Chart 13) (Annex 3, Table T.26F) as compared with TTC lecturers of whom almost half had received awards at the Department or Ministry level. The large difference in the level of awards received by teachers and TTC lecturers is in part explained by the lower requirements in terms of number of years of experience for those holding higher level educational qualifications (TTC lecturers), and also the requirement at higher levels for written research, which is far more likely to be within reach of TTC lecturers.

For those who had not received an award, even fewer were able to explain the reason why awards were given. While a few described 'good teaching' in general, as a reason, other reasons included assisting with youth and women's organisations[102] or knowing people in the district education office.[103] Outside of the formal interview, several teachers mentioned that teachers who had students whose students received national excellent student competitions would automatically receive an award themselves. ASLO III data shows that in the three provinces studied, principals in Khammouane and Luang Namtha considered the excellent student and excellent teacher competitions as very important (74% and 76% respectively), although fewer principals in Savannakhet placed a high priority on these contests (46%).[104]

Officials, some of whom were responsible for providing the awards, had quite a different perception. While officials also considered teachers fulfilling their teaching obligations and not being absent from class to be an important reason for awards, just as frequently was students getting good test results (15%), although this reason was not mentioned by any teachers during the interview. Other reasons did coincide with those provided by teachers, namely awards for help with education administration, years of service and for unspecified good teaching. Two pedagogical advisors in different provinces claimed that they did not know why teachers received teaching awards (Annex 3, Table O.28.1).

Conclusions – Teacher perceptions of incentives

While the regulatory framework is currently in place in Lao PDR to encourage and support excellent teaching, the positive incentives that these awards might provide are diminished because of the lack of awareness of teachers concerning the reasons for the awards or the transparency of how the award decisions are made. There is an opportunity to use the existing system of rewards and incentives to better target improved teaching practice within the classroom. There is also an opportunity to realign the balance between the level and type of awards provided to TTC lecturers and primary teachers.

3.7 Contextualising the findings and analysis

The findings of this study provide insights into areas that could help to increase the motivation of teachers to improve their teaching practice. However, to have any effect on student results, further basic requirements must also be met. For example, teachers must turn up to class, and they must

[101] Interview No. 320, 28/3/2016

[102] Interview No. 534, 29/3/2016.

[103] Interview No. 502, 29/3/2016.

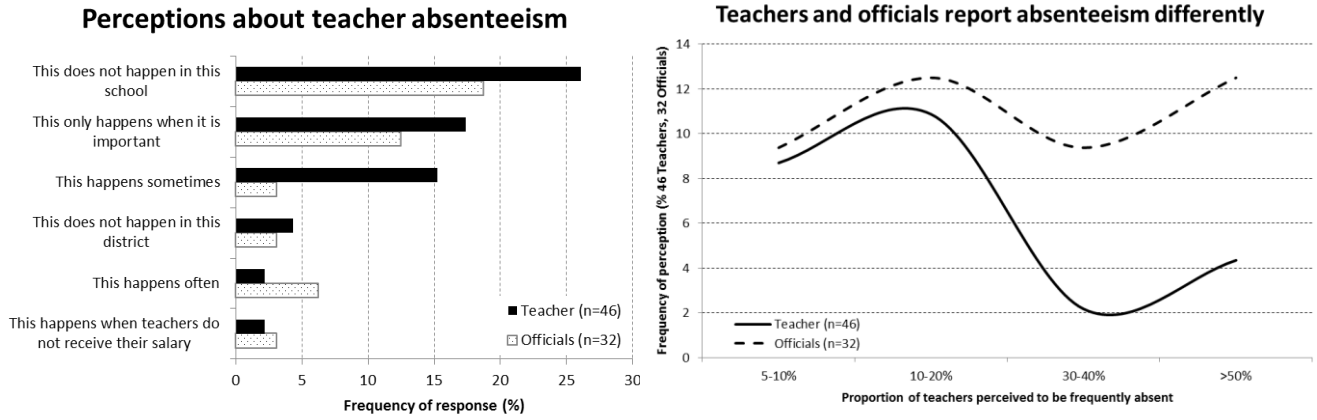
[104] ASLO III data (2012)

remain in the teaching profession for a reasonable period of time for interventions to make a difference. These factors have more to do with the environment in which teachers are employed than technical pedagogical factors (Box 2).

Box 2 : ASLO III findings on teacher attendance

ASLO III data found that across Lao PDR, students lost an average of 5 days of school per year due to teacher absenteeism, but with substantial differences between provinces: (4.1 days in Luang Namtha, 6.4 days in Khammouane and 2 days in Savannakhet).[105] The report also noted a correlation between teacher absenteeism and problems with students and a range of schools experiences with such problems, not necessarily related to the remoteness of the school.[106] In this study, teachers and officials in Savannakhet and Khammouane were asked if they were aware of teachers missing class, turning up late, or leaving early. Many were unwilling to answer this question. Of those who did respond, the most common answer was that '*it only happens when it is important'.* For those teachers who did respond, 26% said that teachers were not absent from school, but a further 20% said that missing class would apply to up to 20% of teachers. Principals and pedagogical advisors were more likely to report problems with teacher absenteeism than teachers (Chart 14, Annex 3, Table T.24.4-O.27.1). Evidence from a related LADLF study identified teacher absenteeism as a common concern expressed by both parents and students.[107]

Chart 14: Teacher absence – perceptions of officials and teachers



Source: Table T.24.4-O.27.1

The most frequent reason provided by teachers for a teacher's absence was that the teacher had family responsibilities (24%), or that they had celebrations to attend, they were sick, or that they did not attend because students were absent from class (14% for each reason). Officials, by contrast, believed that the most common reason for teachers' absence was the planting or harvest season (26%), followed by family responsibilities (19%) and celebrations to attend (19%).

In order to overcome the problem, both teachers and officials suggested that the primary solution for teacher absence was for another teacher to take over the class (36% and 25% respectively), although officials also suggested that the PA needed to work with the principal and/or the Village Education Development Committee to resolve the problem (17%), or that the teacher should receive advice to improve their attendance (13%).

[105] Research Institute for Education Sciences: 127-128.

[106] Ibid.: 127-128.

[107] LADLF, 'Ethnic Minority Household Perceptions of the Value of Basic Education', in *Laos Australia Development Learning Facility,* (Vientiane, Lao PDR, 2016).

3.7.1 Will teachers be around in five or ten years?

Teachers and officials were asked what they would like to be doing in the next five or ten years. Of those who responded, the most common response for both teachers and officials was that they expected to continue in their current work (17% and 16% respectively). While some teachers planned to change the village where they taught (6%), very few planned to move outside of their current district, although a number planned on expanding farming or business work in addition to their current teaching (16%). Teachers, and TTC lecturers in particular were very interested in further professional development either to upgrade their qualifications (16% and 29% respectively), or as a means to expand their knowledge (7% and 12% respectively) (Annex 3, Table T.27.2-O.29.2). Teachers had high expectations of being able to undertake short-term training and upgrading of their qualifications, a high motivational factor among teachers, closely linked to the incentive structure (Section 3.6). The variety of responses to this question provided by teachers belies the overall stability that was evident in talking to teachers about their plans for the future (Annex 3, Table T.27.2-O.29.2F). Only one teacher mentioned that he planned to leave the profession, two individuals expected to retire within the coming five years. Overall, despite complaints of low salary, and in some cases volunteer or assistant teachers not receiving any salary at all, teachers anticipated remaining in the profession over the medium term.

Conclusions – Likelihood of returns from investing in changed teaching methods

It was difficult to obtain reliable information on sensitive topics in such a short interview, however, it seems likely that there are problems with teacher absenteeism in some locations that would need to be addressed before any new teaching method could have an impact on student learning outcomes. Student attendance was a second problem highlighted by teachers in many schools that would also need to be addressed before better teaching methods could have an impact. These are both issues that are fundamental to achieving improved student learning outcomes in Lao PDR. While this study did not review teacher recruitment and deployment methods, , which may also impact the motivation of teachers to stay in the teaching profession,[108] the responses received from teachers in the study reported here suggest that they were likely to continue in the teaching profession for the remainder of their career. This factor by itself suggests that investment in improving teacher performance in the classroom could have long-term benefits.

[108] This topic was addressed in more detail in LADLF (2016) *Teacher recruitment and allocation in rural districts of Lao PDR*. Laos Australia Development Learning Facility, Vientiane, Lao PDR.

4. Conclusions

Are teachers and principals ready and motivated to change their teaching so that they can perform as effective teachers? There is no simple yes or no answer. The findings of the analysis suggest that the answer is better seen as a complex continuum. At one end are teachers who are unlikely to change no matter what support is provided. At the other end are teachers who are actively looking for new ideas to try in their class, such as the teacher interviewed who was asked her reaction to a hypothetical new teaching method and expressed enthusiasm to try it in her class the next day.[109] This conclusion attempts to cut across the five factors impacting on personal commitment to following an organisational change and highlight some key themes emerging from the study overall.

Teacher capacity

This study examined some of the circumstances under which teachers would be likely to change their teaching practice, in this framework a comment needs to be made concerning teacher capacity. While the question was not examined in depth during this study, it was apparent to the study team that some teachers would require enormous support to change their current practice. This observation was apparent at several levels. While some teachers were willing and able to explain their teaching methods and the reasons for them, some teachers were simply unable to answer questions about why they used a certain teaching method, or why they had chosen their answers to the questions. For some teachers it was apparent that they had simply never questioned the teaching patterns they had been taught, and were confused to be asked why they used them. Other teachers understood the questions, but struggled to articulate a response. These teachers were given additional time and reassurances that there were no right or wrong answers, but they were still often unable to formulate an answer.

A small number of teachers clearly struggled to read and understand the survey form itself. While TTC lecturers on average took around 45 minutes to fill out the survey, more than 10% of the 54 primary teacher respondents required up to an hour and a half as well as significant and constant support to understand the questions and how to answer them. This low level of basic understanding, knowledge and conceptual ability suggests that for some teachers changing their teaching practices will be extremely difficult and may require extensive practical demonstrations of new teaching methods as well as long-term ongoing support to achieve a sustainable change in teaching practice. Data collected through the ASLO III study also suggests that at least in the districts visited teachers have rates of literacy and numeracy that are only slightly above those of their students, and in some locations may even have lower rates.

Increasing understanding of teaching practice

At the outset, the study highlighted how teachers have assimilated a number of teaching practices, in particular the five-star approach, intended to promote increased student participation and interaction in the classroom. The introduction of these practices has been clearly successful in several ways. Almost two decades after the ‘new’ teaching methods were first introduced, primary teachers and education officials interviewed were all aware of the term ‘student-centred teaching’, which they mostly described in very similar terms. However, in line with earlier studies, this study confirmed that teachers tend to have assimilated student-centred teaching as a series of specific interventions in the classroom, as opposed to a conceptual approach aimed at meeting the needs of

[109] Interview No. 518, 30/3/16.

individual students, achieving increased participation in class and better student learning outcomes. In the absence of an understanding of the fundamental principles of student-centred teaching, many teachers and pedagogical advisors have focused on teaching using the 'correct' method as opposed to, for example, adjusting their approach according to the subject or the understanding of students. Nonetheless, the 'new teaching' introduced in the 1990aremains new for many teachers who grew up with only the teacher speaking and the students copying from the blackboard.

TTC lecturers were more likely to identify student-centred teaching with the concept of addressing individual student needs, but they were less likely to consider it important in their own teaching practice and did not appear to successfully transfer the concepts to their student teachers. These findings suggest that an early point for attention is to ensure that TTC lecturers understand the fundamentals of the teaching practice they are transmitting, that they seek better ways of transferring those concepts to student teachers, and that the practices are appropriate to the conditions in all Lao classrooms, including in remote, non-Lao-Tai speaking areas. TTC lecturers would undoubtedly benefit from more time teaching a primary classroom prior to becoming TTC lecturers so that they are better able to provide teachers with preparation suited to the classroom environment they will face on graduation.

Constraints in the classroom

A number of items recurred regularly as perceived constraints on teaching practice in the classroom. Where students did not attend regularly this placed a heavy burden on the teacher to keep up with the program of lessons for the year, provide catch-up lessons for those who had miss classes while allowing able students to progress. The study showed that most teachers were unwilling, if not hostile to openly teaching students in groups of mixed levels of ability. The second was the problem of Lao language. Teachers were clearly ill-prepared to enter the classroom with students who had little or no Lao language. They needed support to introduce even such simple techniques as showing a picture or an object so that students could learn the word in the Lao language. Children who had never spoken a word of Lao language before arriving in class were faced with learning the first letter of the Lao alphabet before they could understand an instruction to open their book. Teachers' inability to help these students and keep to the curriculum was highlighted by the comments of more than one teacher that students were not really comfortable in the Lao language before Grade 4. The study highlighted a clear need for effective training and support for primary teachers in teaching Lao as a foreign language, and for a curriculum flexible enough to accommodate the needs of non-Lao speakers. In terms of adopting student-centred teaching, dividing classes into groups was perceived as an additional constraint on the already limited time available to teachers to complete the required lessons.

Incentives for improved teaching methods

The study highlighted that while there are a number of mechanisms to encourage teachers in their teaching, both through the regulatory framework and through local awards, these are often less geared towards encouraging teaching excellence or improved student outcomes and more towards research output, years of service, administration or ethical and moral qualities, and the mechanism for making the awards is not always transparent. The study also highlighted a strong focus on the outcomes of the best students, and far less interest, knowledge or understanding of the outcomes of weaker students[110]. While teachers and officials were able to talk in general terms about the results of the best students, they had problems finding solutions for students who had difficulties in class.
At the school level, teachers rightly focused on the importance of student attendance for improving results and officials emphasised basic challenges such as teacher attendance and verifying the conditions of the classroom and school as signs that things were going well. Nonetheless, it was not

[110] For example, see data in Table 12.1.c (O.12.6) and Table 12.2 (O12.7.c)

clear whether officials' attention to these issues did not outweigh attention paid to teaching methods and student learning outcomes. The systems in place appeared insufficiently geared towards improving learning outcomes for all students.

Assisting teachers on the continuum

The study highlighted that a single approach to supporting improved teaching practices is not possible. Teachers who believe that there is one 'correct' method of teaching and who have difficulty in conceptualising changes to their own practice will require considerable practical guidance and incentives to achieve small steps of change (moving from only saying a word in the Lao language for students to learn it, to using a picture to illustrate the word for example). For those who were actively searching for new techniques and showed awareness of how to choose different methods according to the impact they saw on student results, much less would be needed to provide them with the tools to address the needs of individuals. The diversity of understanding and ability among the primary teachers interviewed suggests the importance of adopting an approach that allows for both simple step-by-step instructions for teachers to follow in each lesson, and the option of flexibility for teachers who are willing and able to adjust their teaching practice in line with the practical environment they find in their classrooms.

Annexes

Annex 1: List of References

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13 Teacher and Education Administrator Development Centre, 'Teaching Performance in Lao Primary Schools and Its Relation to Teacher Training Background', *Faculty of Education, National University of Laos* (2004).

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Annex 2: Characteristics of respondents

The study team interviewed a total of 123 individuals, including 76 teachers and principals (of which 50 at primary schools) and 29 district education officials (Table 2-1). Despite efforts to select equal numbers of men and women for the interviews, the sample was constrained by the gender balance within the schools and district education offices where interviews were conducted. For example, in each of the six district education offices the head of the education unit was a man, and on average three men and one woman were pedagogical advisors, leading to a strong male gender bias for interviews with district officials. In terms of gender balance in schools, the large majority of teachers in the large central district school were women, while teachers in the small rural and remote schools were more likely to be men. Overall this resulted in an over-representation of female respondents (61%) compared to the national average (52%).[111] The intention at the outset of the study was also to prioritise interviews with individuals from non-Lao-Tai ethno-linguistic groups. Despite prioritising the selection of rural and remote primary schools in non-Lao speaking villages, often the teachers at those schools nonetheless spoke Lao as their first language, leading to an overall average of 80% of respondents from the Lao-Tai ethno-linguistic group. Compared to the much larger ASLO III database, it was found that non Lao-Tai teacher respondents (30%) were in line with the national average (27.1%). A breakdown of the self-declared ethnic group to which respondents belonged is presented in Table 2-1.[112]

Table 2-1: Characteristics of respondents

	Total all respondents		Gender		Ethnic Language Group								Province					
			Female		Lao – Tai		Mon – Khmer		Chine-Tibet		Mong – Elmien		Luang Namtha		Savannakhet		Khammouane	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teachers	54	44	33	61	39	72	14	26	1	2	0	-	19	35	16	30	19	35
Principals	16	13	2	13	13	81	3	6		-	0	-	5	31	6	38	5	31
Officials	29	24	7	24	25	86	3	10		-	1	3	10	34	9	31	10	34
TTC Lecturers	24	20	11	46	22	92	1	4	1	4	0	-	12	50	12	50	0	-
Total / % of total	**123**	100	**53**	43	**99**	80	**21**	17	**2**	2	**1**	1	**46**	37	**43**	35	**34**	28

The average age of teachers interviewed was 33 years, with Luang Namtha having the youngest teaching population with an average of 30 years, the average age of principals interviewed was 39 years, while the average age of officials was 40 years. TTC lecturers had an average age of 35 years (Table 2-2).

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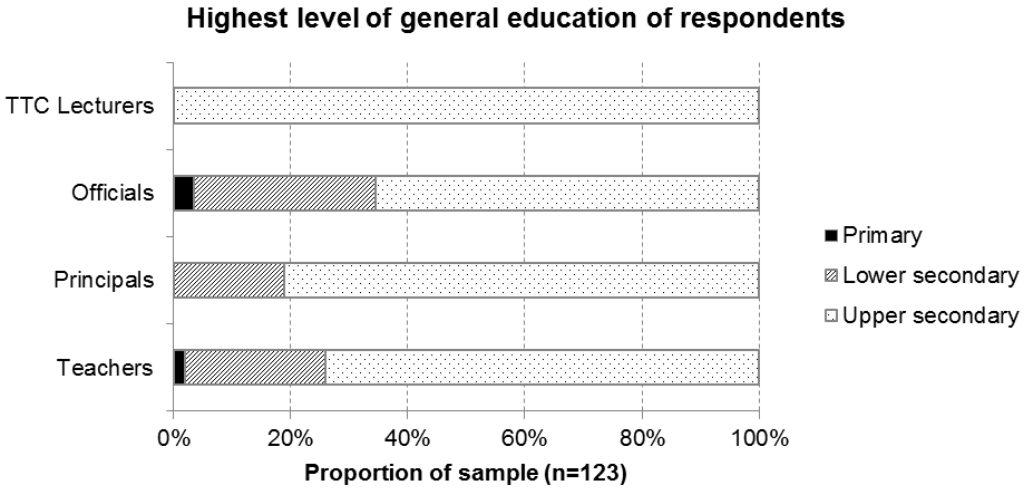
[112] Note: The self-declared ethnic group of respondents does not necessarily correspond to the ethnic language group used in subsequent analysis, which is based on the language the respondent spoke at home.

Overall 78% of respondents had completed upper secondary schooling of 11 or 12 years, although this was 100% among TTC lecturers and 31% among officials (Figure 2-1).

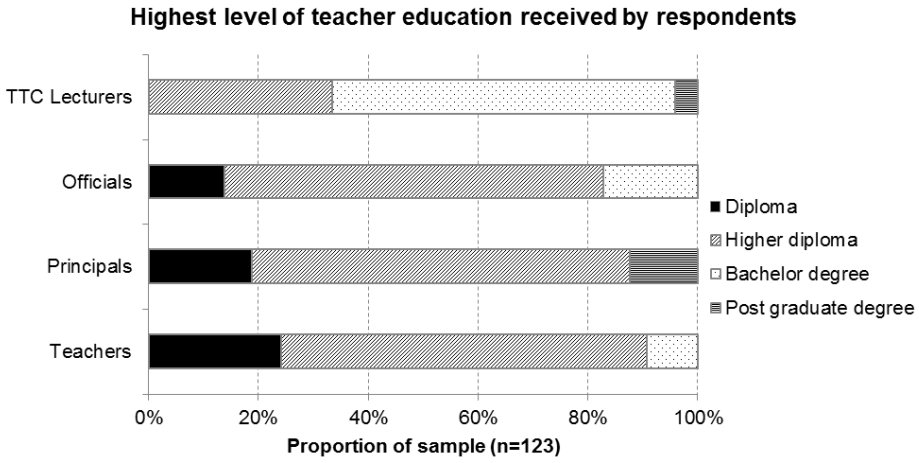
Figure 2-1: Highest level of general education received by respondents



Source: Table T.5-O.6

Overall 61% of respondents had received a higher diploma which was the most common post-secondary level of qualification received by respondents. All those interviewed had received their qualification in teaching, or education. Among the respondents, TTC lecturers were the most highly qualified, with 63% obtaining Bachelor degree qualifications, and none with less than a higher diploma. The 13% of principals who had received a post-graduate award are comprised of the deputy principals of the two TTC interviewed (Figure 2-2).

Figure 2-2: Highest level of teacher training received by respondents



Source: Table T.6-O.5

Annex 3: Selected data tables

T.9.4 -O.12.4D. Student-centred teaching can involve separating weaker and stronger students into different groups so that they can work on different topics appropriate to them. Why or why not?

	Teachers				Officials				TTC Lecturers			Total
	LNT	SVK	KMN	Total	LNT	SVK	KMN	Total	LNT	SVK	Total	All
1. Problems with group work: Students speak their own language together	1			1								1
2. Problems with group work: Not enough time to divide students	2			2					1		1	3
6. Problems with group work: Students become noisy and disruptive									1		1	1
7. Problems with group work: Teacher does not have materials to do group work	1			1								1
37. Problems with group work: Students do not want to do group work									2		2	2
9. Problems with group work: Weak students do not progress	1			1								1
15. Reasons for mixing groups: Otherwise weak students do not participate	3	1	5	9	3	1		4	1	2	3	16
17. Reasons for mixing groups: Strong Students need to help weak Students	6	12	12	30	10	6	7	23	2	5	7	60
36. Reasons for mixing groups: Weak and strong students together is good to help students who are shy.			2	2								2
16. Problems with mixed groups: Strong Students do the work, weak Students do not work					1	2	1	4	3		3	7
14. Problems with separating into weak and strong groups: Students might be embarrassed to be in the weak group (and not come to school)			2	2	1			1				3
3. Problems with separating into weak and strong groups: Teachers do not have enough knowledge to provide different questions					3			3				3
4. Teachers do not understand the importance of this method						1		1				1
10. Benefits of separating weak and strong groups: Teacher can help the weak students separately						1						0
11. Benefits of separating weak and strong students: Teacher wants weak students to discuss with each other									1	1	2	2
8. Benefits of separating weak and strong students: To encourage weak students to research the lesson themselves									1	1	2	2
33. Benefits of separating weak and strong students: So that students can learn according to their level			2	2						1	1	3
39. Benefits of separating weak and strong students: Know level of weak students		2	2	4					1	2	3	7
34. Need flexibility in teaching: Only needed where students have different levels	1		1	2								2
35. Need flexibility in teaching: Teacher uses different methods according to situation			1	1								1
13. Other: No-one has told me to do it.						1		1				1
32. Other: I was trained in this method		1		1								1
18. Other: I don't know						1		1				1
Grand total	**15**	**16**	**27**	**58**	**18**	**13**	**8**	**38**	**13**	**12**	**25**	**121**

T.12.1-O.12.6 – Do you know how students in your school / district compare to others?

	Teachers						Principals		Officials							
	SVK	**SVK %**	**KMN**	**KMN %**	**Total**	**Total %**	**Total**	**Total %**	**LNT**	**LNT %**	**SVK**	**SVK %**	**KMN**	**KMN %**	**Total all**	**Total %**
1. I don't know	**3**	**13**	**2**	**7**	**5**	**10**	0	0	2	14	4	33	1	8	7	18
2. I know compared to other schools in this district	**12**	**52**	**12**	**43**	**24**	**47**	6	86	5	36	4	33	3	23	12	31
3. I know compared to other districts in this province	**4**	**17**	**9**	**32**	**13**	**25**	0	0	6	43	2	17	7	54	15	38
4. I know compared to other provinces in this country	**2**	**9**	**3**	**11**	**5**	**10**	0	0	1	7	2	17	2	15	5	13
5. I know compared to other countries	**2**	**9**	**2**	**7**	**4**	**8**	1	14	0	0	0	0	0	0	0	0
Grand Total	**23**	**100**	**28**	**100**	**51**	**100**	**7**	**100**	**14**	**100**	**12**	**100**	**13**	**100**	**39**	**100**

T.12.2-O.12.7 - How do you know how students compare?

	Teachers						**Principals**		**Officials**							
	SVK	**SVK %**	**KMN**	**KMN %**	**Total**	**Total %**	**Total**	**Total %**	**LNT**	**LNT %**	**SVK**	**SVK %**	**KMN**	**KMN %**	**Total**	**Total %**
1. District meeting information		0	4	15	4	11	2	13		0		0	1	10	1	4
2. Provincial meeting information		0	2	7	2	5	1	7	1	13	1	13		0	2	8
3. Personal sources of information	4	40	9	33	13	35	0	0	0	0	1	13	1	10	2	8
4. Excellent student competitions	1	10	2	7	3	8	5	33	5	63	2	25	3	30	10	38
5. P5 examination results	3	30	2	7	5	14	5	33	2	25	2	25	3	30	7	27
6. School cluster results	2	20	5	19	7	19	2	13	0	0	1	13	0	0	1	4
7. School environment is better/ worse than other schools		0	1	4	1	3				0	1	13	1	10	2	8
8. Government information (district official report / other)	0	0	2	7	2	5	0	0	0	0	0	0	1	10	1	4
Total	10	100	27	100	37	100	15	100	8	100	8	100	10	100	26	100

T.17C-O.15: What are the most important factors for achieving better student results?

	Teachers								Officials							
	Most important 1st				1+2+3+4				Most important 1st				1+2+3+4			
	LNT %	SVK %	KMN %	Total %	LNT %	SVK %	KMN %	Total %	LNT %	SVK %	KMN %	Total %	LNT %	SVK %	KMN %	Total %
1. Better textbooks	21	11	20	**17**	14	11	13	**13**	40	17	0	**20**	17	8	9	**12**
2. Students study harder	47	11	30	**29**	20	17	15	**17**	0	8	7	**5**	12	13	5	**10**
3. Better teaching methods	21	42	25	**29**	17	20	18	**18**	40	67	29	**44**	23	17	20	**20**
4. Better classrooms and facilities	0	5	15	**7**	7	8	18	**11**	7	8	14	**10**	15	17	16	**16**
5. IT equipment (computers)	0	5	0	**2**	5	11	5	**7**	7	0	7	**5**	5	15	20	**13**
6. Parents encouraging their children to study more	0	11	5	**5**	17	17	21	**19**	0	0	14	**5**	15	19	13	**15**
7. Help for the teacher to support weak students	11	16	5	**10**	20	17	11	**16**	7	0	29	**12**	13	13	18	**15**
Grand Total	100	100	100	**100**	100	100	100	**100**	100	100	100	**100**	100	100	100	**100**

17. C. How important do you think the following are to achieve better student results in your class? TEACHER TRAINERS	**1st**	**1+2+3+4**
	%	**%**
1. Better textbooks	-	9
2. Students study harder	8	17
3. Better teaching methods	67	24
4. Better classrooms and facilities (tables, chairs…)	4	7
5. IT equipment (computers)	4	16
6. Parents encouraging their children to study more	-	7
7. More help for the teacher in supporting weaker students	17	19
8. Other: Use teaching material	-	1
Grand Total	100	100

T17.1-O15.1 – Why did you choose your most important issue to achieve better student results?

	Teachers				TTC Lecturers			Officials				Total all
	LNT	SVK	KMN	Total	LNT	SVK	Total	LNT	SVK	KMN	Total	
1. Need new teaching methods to keep the interest of teachers and students	2	1	1	4	4	3	7	1	2	2	5	16
2. Need more different teaching methods to improve understanding and results (help weak students more)	2	5	6	13	2	4	6	2	2	1	5	24
3. Teacher must be ready before teaching students						1	1					1
4. Student teachers need to learn from teacher trainers						1	1					1
5. Teachers need to update their teaching to give students new knowledge		1		1	2	1	3		1	3	4	8
6. Teachers need to improve with lesson planning									2	3	5	5
7. Teachers should have multiple teaching method			1	1								1
8. Teacher does not know how to help weak students		4		4								4
9. Teacher needs support with classroom management			1	1								1
10. Textbooks need updating	2		3	5	1		1					6
11. Not enough text books	5	2	3	10	1		1	1	2		3	14
12. Good textbook can help students want to study more			1	1								1
13. Parents are important to help students achieve better results (to encourage students to study more and come to class)	2	5	7	14	1	1	2	1	4	5	10	26
14. If Students study more they will know more	3	3	2	8	1	2	3					11
15. Students who repeat their lessons will remember better	1			1	1		1					2
16. If Students study more they will get better results	4	1	1	6	1		1	1	1		2	9
17. Computers help teachers to obtain information and prepare lessons		2		2	1	1	2		1	2	3	7
18. Teachers need to use modern equipment and methods in teaching	1			1		1	1					2
19. Students must know about modern things to increase their knowledge of the modern world		1		1		2	2	1	2		3	6
20. Teacher and Students need good facilities and materials so they are interested in learning	2	6	7	15		2	2	1	2	2	5	22
21. Better and more materials for students will help them learn more and get better results			1	1		1	1	1		2	3	5
22. Good facilities can help students focus on studying and study better			2	2								2
23. Students need to do more research and learning by themselves.	1	1	6	8	2	2	4			2	2	14
24. Some schools are not complete so students drop out								1			1	1
25. Teacher could not answer question			2	2								2
Grand Total	**25**	**32**	**45**	**101**	**17**	**22**	**39**	**10**	**19**	**22**	**51**	**191**

T.9.2-O.12 Which of the following would you describe as student-centred teaching methods?

	Teachers					Officials					TTC Lecturers				Total by Province						Grand total	
	Luang Namtha	Savannakhet	Khammouane	Total	% Respondents	Luang Namtha	Savannakhet	Khammouane	Total	% Respondents	Luang Namtha	Savannakhet	Total	% Respondents	Luang Namtha	% Respondents	Savannakhet	% Respondents	Khammouane	% Respondents	N	% Respondents
1. Students copy from the blackboard	6	5	7	**18**	**31**	1	1	4	**6**	**15**	1	1	**2**	**8**	8	17	7	16	11	32	26	21
2. Ask students what they think about the lesson	7	9	13	**29**	**50**	4	8	6	**18**	**44**	9	10	**19**	**79**	20	43	27	63	19	56	66	54
3. Students find answers in the textbook	12	9	12	**33**	**57**	9	5	6	**20**	**49**	6	9	**15**	**63**	27	59	23	53	18	53	68	55
4. Individual presentation to the class	8	9	8	**25**	**43**	10	7	9	**26**	**63**	8	9	**17**	**71**	26	57	25	58	17	50	68	55
5. Group work	17	17	19	**53**	**91**	15	11	14	**40**	**98**	9	12	**21**	**88**	41	89	40	93	33	97	114	93
6. Ask individual student to explain the lesson		8	11	**19**	**33**		7	8	**15**	**37**		9	**9**	**38**	0	-	24	56	19	56	43	35
7. Solving maths problem using an everyday example	4	11	9	**24**	**41**	10	8	8	**26**	**63**	5	7	**12**	**50**	19	41	26	60	17	50	62	50
8. Take time to talk to a student by themselves if they do not understand	5			**5**	**9**	4			**4**	**10**	5		**5**	**21**	14	30	0	-	0	-	14	11
Total all responses	**59**	**68**	**79**	**206**		**53**	**47**	**55**	**155**		**43**	**57**	**100**		155		172		134		461	

T.9.3. D. Student-centred teaching can involve dividing weaker and stronger students into separate groups so that they can work on different optics that are appropriate to them. Have you done this? By province

	Teachers					TTC Lecturers			
	Luang Namtha	**Savannakhet**	**Khammouane**	**Total**	**Total %**	**Luang Namtha**	**Savannakhet**	**Total**	**Total %**
1. Yes	1	4	9	14	24		4	4	17
2. Never	15	14	11	40	69	11	7	18	75
3. Used to do it before but not now	3	1		4	7		1	1	4
4. Sometimes					0	1		1	4
5. Some schools do and some not					0				0
Grand Total	**19**	**19**	**20**	**58**	**100**	**12**	**12**	**24**	**100**

T.10 Have you seen a new teaching practice you were interested in?

	Teachers				
	Luang Namtha	Savannakhet	Khammouane	Total	%
1. Yes	17	18	17	52	90
2. No	2	1	3	6	10
Grand Total	19	19	20	58	100

T.10.1 What was the new teaching practice? Why was it interesting? (Teachers)

	Teachers											TTC Lecturers			
	Long	Viengphoukha	Total LNT	Phalanxay	Vilaboully	Total Savannakhet	Gnommalat	Xebangfai	Total Khammouane	Total Teachers	% Total	Luang Namtha	Savannakhet	Total	%
1. How to use teaching materials	4	3	7	3	4	8		2	2	16	23	6	1	7	27
2. How to use group work	1	1	2	2	2	4		1	1	7	10				0
3. How to give homework			0			0	1		1	1	1				0
4. How to develop a lesson structure			0			0	1		1	1	1				0
5. How to help students study independently	1	1	2	2	1	3	2	1	3	8	12	2	2	4	15
6. 5 star teaching method			0			0		1	1	1	1				0
7. How to teach multi-grade classes	1		1			0	1		1	2	3				0
8. How to teach disabled students			0			0	1	1	2	2	3				0
9. How to make materials for classroom	1	3	4	1		1			0	5	7	2	1	3	12
10. New activities for the classroom			0		1	1		1	1	2	3				0
11-13. New lesson plan method (7 columns, UBD, other)	1		1	1		1	7	4	11	13	19	1	9	10	38
14. Green school environment			0		1	1			0	1	1				0
15. Bomb awareness and personal hygiene			0		1	1			0	1	1				0
16. Teacher could not answer question			0			0		1	1	1	1				0
17. Teacher could not remember method			0			0		1	1	1	1				0
18. Using real life examples in classrooms		1	1	1	1	2	1		1	4	6	1	1	2	8
19. Using activity corners in the classroom		2	2	1		1			0	3	4				0
Grand Total	9	11	20	11	11	22	13	13	26	69	100	12	14	26	100

O.12.3D Student-centred teaching can involve dividing weaker and stronger students into separate groups so that they can work on different optics that are appropriate to them. Does this happen in your school(s)?

	Officials				
	Luang Namtha	Savannakhet	Khammouane	Total	Total %
1. Yes		1	2	3	7.5
2. Never	11	10	9	30	75
3. Used to do it before but not now	1			1	2.5
4. Sometimes	1	1	1	3	7.5
5. Some schools do and some not	2		1	3	7.5
Grand Total	15	12	13	40	100

T.14C-O.13 Which knowledge or skills listed below would you like to develop to support your teaching?

		1st place choices (%)			1+2+3+4 choices (%)		
		Teachers (n=58)	Officials (n=41)	TTC Lecturers (n=23)	Teachers	Officials	TTC Lecturers
Teacher-centred	Techniques to manage classroom behaviour	2	2	13	4	5	7
	Techniques to assist students memorise lesson	3	2	9	16	7	17
Student-centred	Better understand how students learn	12	17	22	11	13	13
	Techniques to help students participate more actively in class	10	10	26	19	21	21
	Techniques to help students express & justify their opinions in class	3	2	4	16	16	20
Mixed	More knowledge of subject content	16	0	9	10	9	12
	Techniques to plan lessons	53	66	17	19	23	11
	Techniques to manage class time & complete textbook	0	0	0	5	5	0
	Grand Total	**100**	**100**	**100**	**100**	**100**	**100**

T.14.1.C. Why did you choose your top answer from 16C? (Officials by province)

	Officials			
	Luang Namtha	Savannakhet	Khammouane	**Grand Total**
2. Parents help their children (tell Students to come to school, do their homework etc.)	1	1		2
8. Testing helps the teacher to know who is weak.	1	1	1	3
9. Students are motivated by knowing their test results			1	1
6. Students need help from friends to progress	1		1	2
11. Students who miss class need extra time to catch up			1	1
13. Students need more time with teacher to understand.	1		2	3
7. Students understand better when they can relate the lessons to their everyday life	2	1	5	8
5. Need more time to ask Students and make sure they understand	4	2	2	8
10. Students who ask a lot will be the ones who learn the best.		2	1	3
12. Students need to ask so that the teacher knows to help			2	2
1. Teaching materials are important to help Students study	2	1		3
3. Not enough time in class to teach weak Students and keep to lesson plan	2			2
Grand Total	14	8	16	38

O.14.C. If you had more time, which of the following do you believe would most help your class of students to learn better? (Officials)

	Officials																							
	1st					2nd			3rd			4th			1st+2nd					1st+2nd+3rd+4th				
	LNT	SVK	KMN	N	%	LNT	SVK	KMN	LNT	SVK	KMN	LNT	SVK	KMN	LNT	SVK	KMN	Total	%	LNT	SVK	KMN	Total	%
1. Spend more time in class on each lesson in the textbook	2	1		3	7		1			3	1	1		1	2	2	0	4	5	3	5	2	10	6
2. Spend more time with individual students who have problems	4	2	3	9	22	2	2	2		1		2	1	1	6	4	5	15	18	8	6	6	20	12
3. Help students understand how the lesson relate to their everyday life	6	4	4	14	34	3	2	2	1	1	1	1	1	2	9	6	6	21	26	11	8	9	28	17
4. Test students more often so that they learn their lessons	2	1	1	4	10	3	3	4	5	3	1	1	1		5	4	5	14	17	11	8	6	25	15
5. Talk to parents about making their children study harder			1	1	2	1	1	1	4	1		2	6	3	1	1	2	4	5	7	8	5	20	12
6. Encourage students to help each other inside and outside class	1	1	3	5	12	6	1	1	1	2	3	3	1	2	7	2	4	13	16	11	5	9	25	15
7. Test students so that they can learn from their mistakes				0	0				1	1	2	3		4	0	0	0	0	0	4	1	6	11	7
8. Encourage students to ask more questions in class when they do not understand		3	2	5	12		2	4	3		6	2	2	1	0	5	6	11	13	5	7	13	25	15
Grand Total	**15**	**12**	**14**	**41**	**100**	**15**	**12**	**14**	**15**	**12**	**14**	**15**	**12**	**14**	**30**	**24**	**28**	**82**	**100**	**60**	**48**	**56**	**164**	100

T.16.C. If you had more time, which of the following do you believe would most help your class of students to learn better? (Teachers)

	Teachers																								
	1st					2nd			3rd			4th			1st+2nd					1st+2nd+3rd+4th				
	LNT	SVK	KMN	Total	%	LNT	SVK	KMN	LNT	SVK	KMN	LNT	SVK	KMN	LNT	SVK	KMN	N	%	LNT	SVK	KMN	Total	%
1. Spending more time in class on each lesson in the textbook	9	4	2	15	26	9	3	1	9		2	9		2	9	7	3	20	17	9	7	7	25	11
2. Spending more time with individual students who have problems	8	7	4	19	33	4	4	5	1	2	1		1	1	12	11	9	32	28	13	14	11	38	16
3. Helping students understand how the lesson relate to their everyday life	1	1	7	9	16	5	5	3	2	3	4	1	2		6	6	10	22	19	9	11	14	34	15
4. Testing students more often so that they learn their lessons		3	1	4	7	1	3	1	5	5	4	1	2	6	1	6	2	9	8	7	13	12	32	14
5. Talking to parents about making their children study harder		2	3	5	9	5	1	3	4	3	2	5	4	3	5	3	6	14	12	14	10	11	35	15
6. Encouraging the students to help each other inside and outside class		2	2	4	7	2	1	5	4	4	4	3	3	3	2	3	7	12	10	9	10	14	33	14
7. Testing students so that they can learn from their mistakes				0	0		1		1		1	1	2	1	0	1	0	1	1	2	3	2	7	3
8. Encourage students asking more questions in class when they do not understand	1		1	2	3	1	1	2	2	2	2	7	5	4	2	1	3	6	5	11	8	9	28	12
Grand Total	19	19	20	58	100	19	19	20	19	19	20	19	19	20	38	38	40	116	100	76	76	80	232	100

T.16.C. If you had more time, which of the following do you believe would most help your class of students to learn better? (TTC Lecturers)

	TTC Lecturers					
	1st			1st+2nd+3rd+4th		
	Luang Namtha	Savannakhet	%	Luang Namtha	Savannakhet	%
1. Spending more time in class on each lesson in the textbook	1		4	3	2	5
2. Spending more time with individual students who have problems	3		13	10	4	15
3. Helping students understand how the lesson relate to their everyday life	2	3	21	7	6	14
4. Testing students more often so that they learn their lessons	2	4	25	9	8	18
5. Talking to parents about making their children study harder			0	1	1	2
6. Encouraging the students to help each other inside and outside class	1	1	8	10	8	19
7. Testing students so that they can learn from their mistakes	1	1	8	2	7	9
8. Encourage students asking more questions in class when they do not understand	2	3	21	6	12	19
Grand Total	12	12	100	48	48	100

T.25 (ASLO III) - How do you help the poor students?

	Viengphoukha	Long	Phalanxay	Vilaboully	Gnommalat	Grand Total
1 Never						
2 Provide extra tutorial	4	2				6
3 Arrange the best students help each other		2	2	1	1	6
4 To suggest the parents to help their children					1	1
Grand Total	**4**	**4**	**2**	**1**	**2**	**13**

T.16.1. C. Why did you choose your top answer from 16C? (Teachers and TTC Lecturers by province)

	Teachers				TTC Lecturers		
	Luang Namtha	Savannakhet	Khammouane	Total	Luang Namtha	Savannakhet	Total
2. Parents help their children (tell Students to come to school, do their homework etc.)	2	1	2	5		1	1
14. Parents should care more about their children's education			2	2			
36. Parents must prioritise education: Encourage school attendance		2		2			
37. Parents must prioritise education: Encourage students to pay more attention		1	2	3			
38. Parents must prioritise education: Other	1			1	1	1	2
8. Testing helps the teacher to know who is weak.					2	3	5
9. Students are motivated by knowing their test results		2	2	4		3	3
31. Testing encourages students to study more		2	1	3		2	2
32. Testing allows students to learn from their mistakes		1		1		1	1
44. Testing allows teacher to adjust teaching method appropriately					1		1
40. Teacher must spend more time with student so they understand: Give extra classes	1	1		2			
41. Teacher must spend more time with student so they understand: Problem with Lao language	4			4			
42. Teacher must spend more time with student so they understand: Unspecified	5	7	6	18	4	3	7
11. Students who miss class need extra time to catch up		2		2			
6. Students need help from friends to progress	1	1	5	7		2	2
13. Strong students can help weak students in the classroom	1			1			
33. Students can learn from each other	1		2	3		2	2
7. Students understand better when they can relate the lessons to their everyday life	2	4	3	9	1	2	3
39. Students can use the lesson in their everyday life	1	1		2	1		1
5. Need more time to ask Students and make sure they understand	4			4	1	1	2
10. Students who ask a lot will be the ones who learn the best.			1	1			
12. Students need to ask so that the teacher knows to help		2	1	3		2	2
1. Teaching materials are important to help Students study					1		1
3. Not enough time in class to teach weak Students and keep to lesson plan	2	2		4			
30. Students need to spend more time on self-study	1	1	3	5		1	1
43. Teacher cannot explain reason			2	2			
Grand Total	**26**	**30**	**32**	**88**	**12**	**24**	**36**

T18.1.1-O.16 Every school and district has weak students. What do you think are the most common reasons for students to have weak results in your school / district?

	Viengphoukha	Long	TTC Luang Namtha	Luang Namtha Total	Vilaboully	Phalanxay	TTC Savannakhet	Savannakhet Total	Gnommalat	Xebangfai	Khammouane Total	Total all	% all
1 Students do not speak Lao language well	6	5		**11**	2	3	1	**6**	1	4	**5**	**22**	**11**
2 Students are not very smart	7	2	1	**10**	2	4	1	**7**	4	5	**9**	**26**	**14**
3 Students do not do homework	7	7		**14**	2	3		**5**	5	6	**11**	**30**	**16**
4 Students have a disability	2			**2**	4	1		**5**		1	**1**	**8**	**4**
5 Students do not attend school often enough	4	7		**11**	3	5	1	**9**	5	8	**13**	**33**	**17**
6 Family situation	6	5	1	**12**	5	6		**11**	5	6	**11**	**34**	**18**
7 I am not sure					1			**1**				**1**	**1**
8. OTHER	1			**1**	2			**2**				**3**	**2**
9. Teacher do not know how to teach weak students		4	1	**5**	2	5		**7**	5	3	**8**	**20**	**10**
10. School facilities are poor					3	3		**6**	3	6	**9**	**15**	**8**
Total	**33**	**30**	**3**	**66**	**26**	**30**	**3**	**59**	**28**	**39**	**67**	**192**	**100**

T.19. D. How confident are you that you can help students who are having difficulties in class? (For teachers)

O.21.D How confident are you that you can help teachers who are having difficulties in class? (For officials)

	Teachers					Officials					Total TTC Lecturers	
	Luang Namtha Total	Savannakhet Total	Khammouane Total	Teachers Total	%	Luang Namtha Total	Savannakhet Total	Khammouane Total	Officials Total	%	TTC Lecturers Total	%
1. Not confident												
2. Confident in some cases	8	6	9	23	40	5	6	6	17	41	8	33
3. Confident in most cases	6	6	10	22	38	7	5	3	15	37	13	54
4. Very confident	5	7	1	13	22	3	1	5	9	22	3	13
Grand Total	19	19	20	58	100	15	12	14	41	100	24	100

Table: T.19.1D (For teachers who are confident or very confident) Why are you confident?

	Teachers				TTC Lecturers
	Luang Namtha Total	Savannakhet Total	Khammouane Total	Teachers Total	Total
1. Teacher knows how to teach: Knows many different teaching methods	2			2	8
2. Teacher knows how to teach: Has much experience			1	1	
3. Teacher knows how to teach: Has much knowledge	3	1		4	2
4. Teacher knows how to teach: Uses correct teaching method	2			2	1
7. Teacher gets feedback: Students get good results / understand lesson	1	1	4	6	2
8. Teacher gets feedback: Students show interest in class					1
9. Teacher gets feedback: Students come to class			1	1	
12. Teacher is dedicated: Does job properly	3	7	3	13	3
13. Teacher is dedicated: Holds hand of student learning the write	1		1	2	
14. Teacher is dedicated: Gets students to come to school		1	2	3	
15. Teacher is able to solve all issues: In class		1	5	6	1
16. Teacher is able to solve all issues: Unspecified	1	1	1	3	
17. Teacher must be confident to teach students	3	4	1	8	1
18. Teacher can solve specific issues: Students come to school		1	1	2	
19. Teacher can solve specific issues: Encourage students to speak in class					1
20. Teacher can solve specific issues: Students do homework			1	1	1
21. Teacher can solve specific issues: Student discipline			2	2	
Grand Total	16	17	23	56	21

T.19.1D (For teachers who are sometimes confident) Why are you not confident?

T.19.1D (For teachers who are sometimes confident) Why are you not confident?	Teachers				TTC Lecturers
	Luang Namtha	Savannakhet	Khammouane	Total	Total
1. Sometimes teacher can fix the problem and sometimes cannot	2	1	4	7	4
2. Teacher cannot solve specific problem: Cannot speak local language					1
3. Teacher cannot solve specific problem: student behaviour			2	2	
4. Teacher cannot solve specific problem: Not enough equipment	1	1		2	
5. Teacher cannot solve problems outside the classroom: student attendance		1		1	
6. Teacher cannot solve problems outside the classroom: family problems					1
7. Teacher cannot solve problems outside the classroom: unspecified		1		1	
8. Teacher does not know how to help weak students	2	2	1	5	
Grand Total	5	6	7	18	6

O.21.1.D (For officials) Why are you confident?

O.21.1D Why are you confident?	Officials			
	Luang Namtha	Savannakhet	Khammouane	Grand Total
1. Person has a lot of teaching/management experience	3		1	4
2. Person has studied and has much knowledge	3			3
3. Person knows many different teaching methods	2	1	2	5
4. Person works very hard and does job properly	1	2	1	4
5. Person is able to solve many teacher and student questions or problems	3	4	7	14
6. Person sees advice being implemented (with good results)		1	1	2
7. Person can help teachers to make teaching materials		2		2
Grand Total	12	10	12	34

O.21.1D (For officials) Why are you not confident?

O.21.1D Why are you not confident?	Officials			
	Luang Namtha	Savannakhet	Khammouane	Total
8. Teachers do not always follow advice	3	1	2	6
9. Person cannot help with all issues		1	4	5
10. Person has had conflicting advice about own ability			1	1
11. Person does not know subject content well	2	1	1	4
12. Person has not received relevant/ high level of training			2	2
13. Person needs to ask for advice in solving some issues		3	2	5
14. Person does not see any changes following their actions		1		1
Total	5	7	12	24

T.24. E. Have you ever received advice that should change your teaching method or content of your class? (By school type)

24. E. Have you ever received advice that should change your teaching method or content of your class	District Centre School	Rural School	Remote School	Teachers Total	TTC Lecturers total
1. Yes	23	15	15	53	22
2. No	1	1	3	5	2
Grand Total	24	16	18	58	24

O.24.1. Please explain why you chose the best description of a good class in question [24]. The second best?

	Viengphoukha	Long	TTC	Luang Namtha Total	Gnommalat	Xebangfai	Khammouane Total	Vilaboully	Phalanxay	TTC	Savannakhet Total	Total all	% responses
1. The lesson plan is important for the quality of teaching	1	2		**3**		1	**1**	1			**1**	**5**	7
2. The lesson plan is important to ensure that teachers manage their time in the classroom	1			**1**		1	**1**		1		**1**	**3**	4
3. The lesson plan is important so that students' progress		2		**2**	1	1	**2**	1	1		**2**	**6**	9
4. The lesson plan is important to prepare for discussion in class					1		**1**					**1**	1
5. The teacher should change the lesson plan according to the understanding of students						1	**1**	1	1		**2**	**3**	4
6. Importance of lesson plan - No explanation	3	1		**4**		1	**1**	1	1		**2**	**7**	10
7. Teacher and students need good facilities and materials so they are interested in learning	2	1	1	**4**								**4**	6
8. Materials are important so that students can learn letters and meaning of words		2		**2**					1		**1**	**3**	4
9. Materials are important to maintain student interest in class												**0**	0
10. Materials are important to help with student learning		1		**1**	2		**2**		1		**1**	**4**	6
11. An orderly class is important so that teachers can locate materials and manage lesson.	1			**1**	1		**1**		1		**1**	**3**	4
12. An orderly school is important to increase student interest in attending school and learning.						2	**2**	1	2		**3**	**5**	7
13. An orderly class is basic for student learning						1	**1**					**1**	1
14. Orderly classroom / school - no explanation	3	1		**4**		1	**1**	1			**1**	**6**	9
15. If students discuss in class they will be more interested in the lesson									1		**1**	**1**	1
16. There should be more discussion in class- no explanation of why					2		**2**	1			**1**	**3**	4
17. If students ask questions in class they will learn better		1		**1**				1	1		**2**	**3**	4
18. This is what teachers should do (correct approach)					1		**1**		1		**1**	**2**	3
19. Students discussing and asking questions in class is a definition of a good class	1		1	**2**	1	2	**3**		2		**2**	**7**	10
Total	**12**	**11**	**2**	**25**	**9**	**11**	**20**	**8**	**14**	**0**	**22**	**67**	100

T.24.4.- O.27.1 In general, many people say that teachers often don't come to class or finish teaching early in the day. In your school / district, how often do you think this happens?

	Teachers Total	Teacher (%, n=46)	**Officials Total**	**Officials (%, n=32)**
This does not happen in this school	12	26	6	19
This does not happen in this district	2	4	1	3
This only happens when it is important	8	17	4	13
This happens sometimes	7	15	1	3
This happens often	1	2	2	6
This happens when teachers do not receive their salary	1	2	1	3
This happens for around 5-10% of teachers	4	9	6	19
This happens for around 10-20% of teachers	5	11	4	13
This happens for around 30-40% of teachers	1	2	3	9
This happens for at least 50% of teachers	2	4	4	13
I don't know	3	7		0
Grand Total	**46**	100	**32**	100

T.25 Have you received an 'Excellent teacher' award?

Teachers	Luang Namtha	% LNT	Savannakhet	% SVK	Khammouane	% KMN	Total	% Average Total
1. Yes	16	84	15	79	15	75	46	79
2. No	3	16	4	21	5	25	12	21
Grand Total	**19**		**19**		**20**		**58**	

TTC Lecturers	Luang Namtha	Savannakhet	Total
1. Yes	10	8	18
2. No	2	4	6
Grand Total	**12**	**12**	**24**

T.26.1 - O.28.1. F. Do you have any 'excellent teachers' in your school / district? If yes, why did they receive an 'excellent teacher' award?

	Total all	Total %
1. Help with education administration	8	10
2. Improving school environment	1	1
3. Years of service	8	10
4. Passing external teaching inspection by officials	4	5
5. Passing internal teaching inspection	3	4
7. Fulfilling teaching obligations - Not being absent	12	15
8. Fulfilling teaching obligations - Completing work required of teacher	5	6
10. Good teaching - using teaching materials	2	2
11. Good teaching - doing / submitting good lesson plans	7	9
13. Good teaching - using student centred teaching	1	1
14. Good teaching - good management of students in class	3	4
15. Good teaching - unspecified	8	10
16. Teaching adult evening classes	1	1
17. Students get good test results	12	15
19. On the basis of annual self-report	3	4
20. The school is in good order	1	1
22. I don't know	2	2
Total	81	100

T.27 -O.29. F. Do you expect any of the following in the next five years?

	Luang Namtha Total	% LNT (n=19)	Savannakhet Total	% SVK (n=19)	Khammouane Total	% KMN (n=20)	Total teachers	% Teachers (n=58)
1. Improvements in student results	19	100%	16	84%	12	60%	47	81%
2. Improvements to school facilities and teaching materials	17	89%	18	95%	16	80%	51	88%
3. Short-term training	12	63%	13	68%	10	50%	35	60%
4. Qualification upgrading	17	89%	12	63%	13	65%	42	72%
5. Increase in salary	13	68%	13	68%	12	60%	38	66%
6. A promotion	12	63%	8	42%	11	55%	31	53%

T.27.2 - O.29.2.F In your life, what would you like to be doing in 5 years? In 10 years?

	Teachers	% (n=127)	Officials Total	% (n=102)	TTC Lecturers	% (n=52)
1. Continue to live in current location	4	3	7	7		0
2. Move to new village	8	6		0		0
3. Move to new district	3	2	1	1		0
4. Move - unspecified	2	2	2	2	2	4
5. Continue to teach in current school	2	2	1	1		0
6. Continue to teach in current district	1	1	1	1	1	2
7. Continue in current work	21	17	16	16	8	15
8. Get a promotion		0	4	4		0
9. Change work to education administration (or other administration)	2	2	9	9	1	2
10. Do farming / business additional to other work	20	16	12	12	8	15
11. Get a promotion		0	1	1	1	2
12. Leave current work to do business	1	1		0		0
13. Retire	2	2	1	1	1	2
14. Do further study to upgrade qualification	23	18	6	6	15	29
15. Do further study to get more knowledge	9	7	8	8	6	12
16. Do further study to learn new teaching methods	2	2	2	2	4	8
17. Improve family circumstances - Improve or build house	9	7	4	4	1	2
18. Improve family circumstances - unspecified	4	3	7	7	1	2
19. Education improvements - Upgrade school facilities	5	4	8	8	1	2
20. Education improvements - improve aspects of education management	4	3	9	9	2	4
21. Education improvements - other	5	4	3	3		0

O.23. Please place a tick against the statements below you think describe a 'good class'

	Pedagogical Advisers				Principals				Grand Total	% Respondents
	LNT	SVK	KMN	Total	LNT	SVK	KMN	Total		
1. The classroom is neat and tidy	8	5	8	21	3	3	4	10	31	89
2. Students ask questions of the teacher about the lesson	6	6	6	18	4	2	4	10	28	80
3. Teachers follow the textbook	3	1	5	9	2	2	1	5	14	40
4. Teachers have a lesson plan	7	7	7	21	4	2	4	10	31	89
5. Students are quiet in class	5	1	3	9	2		1	3	12	34
6. The teacher changes their lesson plan if students do not understand	4	5	2	11	3	2	3	8	19	54
7. Students talk to each other about the lesson in class	7	6	7	20	5	3	3	11	31	89
8. The teacher provides students with new information	4	4	5	13	3	2	2	7	20	57
9. The teacher uses materials from outside the class to explain the lesson	6	6	6	18	4	2	3	9	27	77
10. The teacher encourages students to express their opinions and explain them	8	7	5	20	3	3	4	10	30	86

T.29 (ASLO) Does your school principal always observe your teaching and give you an advice?

	Viengphoukha	Long	Phalanxay	Vilaboully	Gnommalat	Grand Total
1 Never		2				2
2 Once a year						
3 Once a term	3		1		1	5
4 Once a month	1	2	1		1	5
I am the school principal				1		1
Grand Total	**4**	**4**	**2**	**1**	**2**	**13**

Annex 4: Example of old and new teaching

Teachers read the contents for students to copy	Students can copy the contents from textbooks by themselves
Teachers answer all questions using the textbooks	Students can find answers from textbooks by themselves
Teachers are active and students passive during lectures	Students are active and learn by themselves while teachers step back somewhat
Students learn the contents by heart	Students can sometimes select what questions to answer
Individual presentations of rote learning	Collaborative work between student
Teacher dictation is the rule	Students are included into discussions
Assessment only stress testing and control of the students' homework	Assessments vary more, from individual learning and group learning to monthly, midterm and final tests
Similarities	
All contents studies follow the textbooks	
All the right answers belong to teachers	

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Published with support from BEQUAL (the Basic Education Quality and Access in Lao PDR Program) and the Ministry of Education and Sports (Education and Sports Research Centre)

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