National Indicators for Education and Sports (2030 framework)

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
Education			
1	Enrolment and Participation Rates in organised learning (one year before the official primary entry age, 5 year old) **SDG4.2.2** **Unit: %**	(1),(2)	* Enrolment rate of children aged 5 years = number of students aged 5 / population aged 5 years X 100 (ESSC and NSC) * Participation rate of children aged 5 years = number of children aged 5 years, participation in organised learning / population aged 5 years X 100 (NFE, FE, village, community)
2	Enrolment rate of children 3 months to less than 3 years old, 3-5 years old, net/gross enrolment rate in the ECE and net/gross enrolment rate in the pre-primary (5 years old) **SDG4.2.4** **Unit: %**	(1),(2),(3),(4)	* Using the mentioned principles to calculate enrolment rate of children aged 3 months to less than 3 years and children aged 3-5 years * Net enrolment rate or percentage of preschool aged children attending ECD/ECE/preschool programmes. The numerator for this indicator is the number of children or preschool age enrolled in early childhood development (ECD), early childhood education (ECE) and other preschool or school readiness programmes. The denominator is the total number of children of preschool age. Preschool programmes correspond to level 0 of the International Standard Classification of Education (ISCED 2011). The data on enrolment should cover both public and private institutions and programmes. Countries that have data only for public or state-supervised preschool educational programmes will need to supplement these data with information on enrolment in other types of ECD/ECE programmes, possibly through case studies and/or sample surveys. The distinction between ECD/ECE programmes and organised, custodial childcare can be difficult to define in an internationally consistent way, especially with regard to very young children, for whom the natural pace of development limits the pedagogical possibilities. * Gross Enrolment rate for the ECE = number of all students in the ECE / official aged population in the ECE (under 5 year old based on law) X 100
3	Kindergarten and pre-primary student rates for achieving minimum	(4)	* The first one is the percentage of kindergarten student achieving minimum standards in preparation, before entering primary level. The denominator is the total number of students

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	standards in preparation, before entering primary level **Unit: %**		in the kindergarten, while the numerator is the number of students in kindergarten having achieved minimum standards. * The second one is the percentage of pre-primary student achieving minimum standards in preparation, before entering primary level. The denominator is the total number of students in the pre-primary, while the numerator is the number of students in pre-primary having achieved minimum standards.
4	The proportion of children under 5 years of age who are developmentally growth as usual health, learning and physical **Unit: %**	(1)	▪ Previously, there were MICS (Multiple Indicator Cluster Survey); then it is changed to Lao Social Indicators Survey - LSIS in 2011-2012 (as LSIS I) which is MICS and DHS integration ▪ Currently, LSIS II (2016-2018). National Statistics Beaurau (NSB) from Ministry of Planning and Investment (MPI) in cooperation with Ministry of Health and Ministry of Education and Sports is conducting a LSIS II (2016-2018)
5	Net enrolment rate in primary education level and net enrolment rate for first grade of the level **Unit: %**	(2),(3)	* Net enrolment rate in primary education, the indicator, shows enrolment of the official age group for primary education expressed as a percentage of the corresponding population. The numerator is the number of pupils enrolled in primary school who are of official primary school age, while the denominator is the population for the same age group, and then multiply the result by 100, to obtain the percentage. (Net Enrolment rate in primary education = number of pupils enrolled in primary school (aged 6-10 year) / population for the same age group (aged 6-10 year) X 100) * Net enrolment rate for first grade of primary education, the indicator, presents new entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same age. The numerator is the number of children of official primary school entrance age who enter the first grade of primary education for the first time. The denominator is the child population of the same age. The result is multiplied by 100 to obtain the percentage.
6	Repetition rate in primary education level and repetition rate for the first grade of the level **Unit: %**	(2)	**Repetition rate by grade (PR)** **Definition:** Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. **Purpose:** To measure the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators

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			for analysing and projecting pupil flows from grade to grade within the educational cycle. **Calculation method:** Divide the number of repeaters in a given grade in school year t+1 by the number of pupils from the same cohort enrolled in the same grade in the previous school year t.
7	Drop-out rate for Grade 1 primary education **Unit: %**	(2)	**Drop-out rate by grade (DR)** **Definition:** Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. **Purpose:** To measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. **Calculation method:** Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. - For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).
8	Survival rate for primary education **Unit: %**	(2)	**Survival rate by grade (SR)** **Definition:** Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades. **Purpose:** To measure the retention capacity and internal efficiency of an education system. It illustrates the situation regarding retention of pupils (or students) from grade to grade in schools, and conversely the magnitude of dropout by grade. **Calculation method:** Divide the total number of pupils belonging to a school-cohort who reached each successive grade of the specified level of education by the number of pupils in the school-cohort i.e. those originally enrolled in the first grade of primary education, and multiply the result by 100. The survival rate is calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

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9	Number and percentage of villages which do not have complete primary schools or a school far from village (more than 1 hour walk) **Unit: %**	(3)	Villages without a primary school in the village or further than one hour's walking distance from any school. This indicator measures the number of villages without easy access to complete primary schools, i.e., there is no complete primary school in the village and no such school within one hour's walking distance from the village. The results are reported as the number as well as in terms of the percentage of the total number of villages in the country. The indicator is measured by the NCRDPE's monitoring system and uses its criteria to determine the walking system. A complete primary school is one with sufficient facilities for children to complete the primary cycle up to grade 5, according to the MoES. **Development context:** The rationale is that all children in all villages should be able to walk to school in a reasonable time. This indicator is one of five criteria that determine poverty as defined by the NCRDPE (see indicator 39 as percentage of village defined as poor by NCRDPE in the draft handbook on monitoring and evaluation framework, MPI, July 2016)
10	Promotion rate for grade 5 primary education to grade 1 lower secondary education and grade 4 lower secondary education to 5 upper secondary education **Unit: %**	(2)	**Promotion rate by grade (PR)** **Definition:** Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the next grade in the following school year. **Purpose:** To measure the performance of the education system in promoting pupils from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analysing and projecting pupil flows from grade to grade within the educational cycle. **Calculation method:** Divide the number of new enrolments in a given grade in school year t+1 by the number of pupils from the same cohort enrolled in the preceding grade in the previous school year t.
11	Gross intake ratio in the last grade (primary education and lower secondary education)	(1)	*** Gross intake ratio in the last grade of primary education** **Definition:** Total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of primary.

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	Unit: %		**Purpose:** This proxy measure of primary completion also reflects the impact of policies shaping the early grades of primary school can impact the final grade of this education level. It also indicates the capacity of the education system to provide primary completion for the theoretical entrance age population to the last grade of primary. **Calculation method:** Divide the number of new entrants in last grade of primary, irrespective of age, by the population of theoretical entrance age to the last grade of primary (10 years old), and multiply the result by 100. *** Gross intake ratio in the last grade of lower secondary education** **Calculation method:** Divide the number of new entrants in last grade of lower secondary, irrespective of age, by the population of theoretical entrance age to the last grade of lower secondary (14 years old), and multiply the result by 100.
12	Gross enrolment ratio (GER) in primary education, lower secondary education and upper secondary education **Unit: %**	(2),(3)	- This indicator is the total enrolment in each education level (PE/LSE/USE), regardless of age, expresses as a percentage of the eligible official school-age population corresponding to each level (PE/LSE/USE) respectively, in a given school year. The numerator is the number of pupils (or students) enrolled in each level (PE/LSE/USE), regardless of age, while the denominator is the population of the age group that officially corresponds to each level (PE/LSE/USE) respectively; the result for each one is then multiplied by 100 to obtain the percentage. - Example: gross enrolment ratio (GER) in primary education = the total number of pupils enrolled in the primary education / the population of the age group that officially corresponds primary education (6-10 years old) X 100 - Primary education means level 1, lower secondary education means level 2 and upper secondary education means level 3 of the ISCED 2011
13	Drop-out rates in primary education and lower secondary education **Unit: %**	(4)	**Drop-out rate by grade (DR)** **Definition:** Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.

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			Purpose: To measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle. **Calculation method:** Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. * **For cumulative dropout rate in primary education**, it is calculated by subtracting the survival rate from 100 at a given grade (see survival rate). * **For cumulative dropout rate in lower secondary education (see above)**
14	Completion rate (primary education, lower secondary education and upper secondary education) **Unit: %**	(1),(3)	- Total number of new entrants in the last grade of an education level regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of education level. - This proxy measure of the education level completion also reflects the impact of policies shaping the early grades of the level can impacts the final grade of this education level. It also indicates the capacity of the education system to provide the education level completion for the theoretical entrance age population to the last grade of the level. - Calculation method: Divide the number of new entrants in last grade of a level irrespective of age, by the population of theoretical entrance age to the last grade of the level and multiply the result by 100. - Data required: new entrants in the last grade of an education level (or enrolment minus repeaters in the last grade); population of the theoretical entrance age in the last grade of the education level. Completion rates (another calculation) - Method of calculation (for example, primary education, the theoretical entrance age in the last grade is 10 years old): Divide the number of students aged 13 to 15 (3 + 10 years old to 5+ years old) who completed primary school, by the population of 13 to 15 years old and then multiply the result by

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
			100 (Survey)
15	Enrolment rate in vocational education compared to graduates from lower secondary education (Percentage of students who had completed lower secondary education, entering vocational education) **Unit: %**	(2),(3)	**Definition and measurement:** The denominator for this indicator is the number of students having graduated from lower secondary school (ISCED 2011, level 2). The numerator is the number of those lower secondary graduates who have enrolled in vocational education courses of ISIC classification Class 8522 and above; these include vocational ISCED levels 2 and 3 vocational programmes and ISCED levels 4 and 5 post-secondary non-tertiary vocational and terminal programmes that prepare for the labour market. Vocational education is defined as education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupation or trades. Such programmes may have work-based components (e.g., apprenticeships, dual system education programmes). Successful completion of such programmes leads to labour-market-relevant vocational qualifications acknowledged as occupationally oriented by the relevant national authorities and/or the labour market.
16	The number of students enrolled in vocational education and training **Unit: number, %**	(3)	**Definition and measurement:** This indicator measures the total number of students enrolled in official vocational education and training programmes at any level recognised by government, including vocational ISCED levels 2 and 3 programmes to ISCED levels 4 and 5 post-secondary non-tertiary vocational programmes that prepare for the labour market. **Development context:** Regional economic integration associated with the ASEAN Economic Community (AEC) is expected to transform ASEAN into a single region with free movement of goods, services, investment, skilled labour and freer flow of capital. To realise the benefits of AEC entry, Lao PDR will need to upgrade the education and skills of the young population and this is most urgent. Lao PDR will not be able to meet the demand for medium-skilled and high-skilled workers generated by AEC entry unless it can resolve the current mismatch between labour market needs and young people's education and skills. Another challenge is the low productivity. Unless this is tackled, Lao will not be able fully develop its potential in the next decade. Lao PDR's economy needs to become much more competitive and diversified. To achieve all this, Lao PDR's young people need to be provided with sound

7

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
			technical and vocational education and training (TVET)
17	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country **Unit: %**	(1)	**Percentage of trained teachers** * Trained teachers have received at least the minimum pedagogical training required by national standards to become a teacher **Definition:** Number of teachers who have received the minimum organized teacher training (pre-service or in-service) required for teaching at the specified level of education in the given country, expressed as a percentage of the total number of teachers at the same level of education. **Purpose:** To measure the proportion of teachers trained in pedagogical skills, according to national standards, to effectively teach and use the available instructional materials. It reveals also a country's commitment to invest in the development of its human capital involved in teaching activities. **Calculation Method:** Divide the number of teachers of the specified level of education who have received the minimum required teacher training by the total number of teachers at the same level of education, and multiply the result by 100.
18	Pupil-trained teacher ratio by education level	(1)	We have Lao version
19	Proportion of teachers qualified according to national standards by education level and type of institution **Unit: %**	(1)	Qualified teachers have at least the minimum academic qualifications required by national standards for teaching a specific subject.
20	Pupil (student)-qualified teacher ratio by education level **Unit: %**	(1)	Qualified teachers have at least the minimum academic qualifications required by national standards for teaching a specific subject. **Pupil/student-qualified teacher ratio** **Definition:** Average number of pupils (students) per qualified teacher at a specific level of education in a given school year. **Purpose:** To measure the level of human resources input in terms of the number of qualified teachers in relation to the size

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			of the pupil (student) population. The results can be compared with established national norms on the number of pupils (students) per teacher for each level or type of education. **Calculation method:** Divide the total number of pupils (students) enrolled at the specified level of education by the number of qualified teachers at the same level.
21	Enrolment rate in vocational education and higher education compared to graduates from upper secondary education (Percentage of students who had completed upper secondary education, entering vocational education and higher education) **Unit: %**	(2),(3)	**Definition and measurement:** * Enrolment rate in vocational education compared to graduates from upper secondary education. The denominator for this indicator is the number of students having graduated from upper secondary school (ISCED 2011, level 3). The numerator is the number of those upper secondary graduates who have enrolled in vocational education courses of ISIC classification Class 8522 and above; these include vocational ISCED levels 2 and 3 vocational programmes and ISCED levels 4 and 5 post-secondary non-tertiary vocational and terminal programmes that prepare for the labour market. Vocational education is defined as education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupation or trades. Such programmes may have work-based components (e.g., apprenticeships, dual system education programmes). Successful completion of such programmes leads to labour-market-relevant vocational qualifications acknowledged as occupationally oriented by the relevant national authorities and/or the labour market. * Enrolment rate in higher education compared to graduates from upper secondary education. - Tertiary education (ISCED levels 5 to 8)
22	Number of intake by programs (vocational education and higher education) **Unit: number, %**	(2)	**Definition:** Total number of new entrants in the first grade of vocational education and higher education, regardless of age. **Purpose:** To monitor the increase or decrease annually of the intake by programmes in a specific education level. **Calculation method:** Subtract the intake for current year by the intake for previous year, then divide the first result by the intake for previous year, and multiply the second result by 100.
23	Number of scholarships for higher education students in remote areas **Unit: number, %**	(4)	**Definition:** Total number of scholarships for higher education students in remote areas. **Purpose:** To monitor the increase or decrease annually of the scholarship in higher education.

9

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			Calculation method: Subtract the number of scholarships for current year by the number of scholarships for previous year, then divide the first result by the number of scholarships for previous year, and multiply the second result by 100.
24	Enrolment rate of disability students in vocational education and higher education **Unit: %**	(4)	Disability person (student) refers to shortcoming/disadvantage physical, mental, intellectual or emotional a long time, which is causing various obstacles and cannot participate in society with effective and equal to another (MoES, IEC)
25	Youth literacy and numeracy ratio (15-24 years old) **Unit: %**	(1), (3)	- This is the percentage of the population 15-24 years old achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. - The indicator shows the proportion of youth aged 15-24 years who can both read and write, with understanding, a short simple statement on their everyday live and have ability to make simple arithmetic calculations, as a proportion of the total population in that age group. The numerator is the number of people aged 15-24 years who are (a) literate (b) numerate, while the denominator is the total population in the same age group. If possible, both literacy and numeracy should be tested and the results disaggregated. Research and various tests show that, while literacy and numeracy are highly correlated and complementary, relative levels of literacy and numeracy may very between groups and countries, with one having higher levels of literacy but lower levels of numeracy compared with another.
26	Percentage of male and female children (i) in grades 2 and 3 primary education, (ii) at the end of primary education (grade 5), and (iii) at the end of lower secondary education achieving at least a minimum proficiency level in reading and mathematics by sex	(1), (3)	This indicator measures the proportion of students at each level (primary and lower secondary schooling) having achieved minimum proficiency standards in reading and in mathematics at the mentioned grades and the end of the primary cycle and lower secondary cycle respectively. The denominator is the total number of students in the sample for each level, while the numerator is the number of students in each sample having achieved minimum proficiency standards in each subject being assessed: (a) reading and (b) mathematics. The proficiency standards are those adopted by the Ministry of Education and Sports. Conducting learning assessment of students' sample, then calculating percentage of students who achieve set standards

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	Unit: %		▪ RIES (MOES) conducted ASLO in 2006, 2009 for grade 5 and 2012 for grade 3 in primary education. These surveys depend on the funds so we classify these indicators as Tier II. ▪ RIES (MOES) finished the survey on learning assessment of G9 (M4) in Lower Secondary level.
27	Adult literacy and numeracy rate: percentage of population in a given age group (15 years and over) achieving at least a fixed level of proficiency in functional literacy and numeracy skills, by sex **Unit: %**	(1),(3)	**Definition and measurement:** This indicator show the percentage of the population aged 15 years and over who can both read and write, with understanding, a short simple statement on their everyday live and have ability to make simple arithmetic calculations, as a proportion of the total population in that age group. The numerator is the number of people aged 15 years and over who are (a) literate (b) numerate, while the denominator is the total population in the same age group. If possible, both literacy and numeracy should be tested and the results disaggregated. Research and various tests show that, while literacy and numeracy are highly correlated and complementary, relative levels of literacy and numeracy may very between groups and countries, with one having higher levels of literacy but lower levels of numeracy compared with another. Disaggregating literacy and numeracy will also be useful for policy decisions on basic education learning outcomes (indicator 87 in the draft handbook on monitoring and evaluation framework, MPI, July 2016) and designing tools for improving outcomes. The rate cannot exceed 100 percent. It will be useful to align measurements of literacy and numeracy with the standard international definition given above, and to administer literacy and numeracy tests on a simple basic to verify and improve the quality of literacy statistics. Tests provide a more precise estimate of literacy and numeracy, since errors in literacy/numeracy self-declaration affect the reliability of surveys that do not test. Practices for identifying literate and illiterate/numerate and innumerate people during the census enumeration or surveys should remain the same between each survey and/or census. Persons with no schooling cannot necessary be equated with illiterates or innumerate. In all cases, methods need to specific whether the literacy and numeracy are self-reported or tested. **Development context:** This indicator aims to show the accumulated achievement of primary education and literacy programmes in imparting basic literacy skills to the population, thereby enabling them to apply such skills in daily life and to continue learning and communicating using the written word. Literacy represents a

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
			potential for further intellectual growth and contribution to economic and sociocultural development of society. A high literacy rate (or low literacy rate) suggests the existence of an effective primary education system and/or literacy programmes that have enabled a large proportion of the population to acquire the ability of using the written word (and making simple arithmetic calculations) in daily life and to continue learning. It is common practice to present and analyse literacy rates together with the absolute number of adult literates as improvements in literacy rates may sometimes be accompanied by increases in the illiterate population due to the changing demographic structure. ▪ MOES in cooperation with LSB and UIS/UNESCO conducted a survey called "Literacy Assessment Monitoring Program" or LAMP in 2014, aiming at monitor literacy skills of population 15+ years. The analysis is done and the final report is on-going ▪ MOES: the data in 2014 is available by sex, by age groups and by level of education at national level
28	Number of graduates categorised by education programs/curriculums and qualification (from level 4 to level 8 according to ISCED) **Unit: number, %**	(3)	- "Number of graduates categorised by education programs/curriculums and qualification or graduates with degrees or professional certification" means people who have successfully completed officially recognised training and/or education at International Standard Classification of Education (ISCED) level 4 or above, and/or skill level 3 and 4 (ILO International Standard Classification of Occupations). This includes education classed as post-secondary nun-tertiary, as well as all courses above this level, including tertiary. Data disaggregation should be by the course provided. - The first part of the indicator is the number of graduates meeting the above criteria each year. - The second part of the indicator is the percentage increase or decrease annually (comparison between the current and previous year) ▪ ISCED level 4: Post-secondary non-tertiary education ▪ ISCED level 5: Short-cycle tertiary education ▪ ISCED level 6: Bachelor's or equivalent level ▪ ISCED level 7: Master's or equivalent level ▪ ISCED level 8: Doctoral or equivalent level - ISCED (International Standard Classification of Education)
29	Gender parity index for all education levels	(1),(3)	* Comparison ▪ Gross enrolment rate and completion rate in primary education, lower secondary education and upper

12

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
	Unit: index		secondary education
			▪ Gross enrolment rate in higher education
			▪ Participation rate in technical-vocational education programmes (aged 15-24)
			▪ Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months
			* The gender parity index (GPI) in an education level is obtained by dividing a female rate in an education level (for example, female primary GER) by the male rate in the education level (for example, male primary GER). A GPI of 1 indicates parity between the sexes. At a given level of education, a GPI lower than 1 indicates that female are disadvantaged than male in a ratio at the given level
			* Additional questions
			- How many percentage of upper secondary schools that implement technical-vocational education programme?
			- Approach and qualification for the TVET?
30	Administration of a nationally-representative learning assessment (i) in grade 2 or 3 (primary education); (ii) at the end of primary education (grade 5); and (iii) at the end of lower secondary education (grade 9/M4) **Unit: %**	(1)	We have Lao version
31	Out-of-school rate (primary education, lower secondary education, upper secondary education) **Unit: %**	(1)	▪ "Out of School Children Initiative" is an on-going work by UNICEF, UIS, MOES and NERI (MPI). The source of data is from LSIS 2011-12 and EMIS data 2011-12. The baseline is on 2011-2012. As this uses LSIS, therefore the data will be available as long as LSIS is conducted (every 5 years). LSISII is under preparation (tools development). ▪ Proxy indicator: the percentage of out of Schoolchildren (OOSC) is available for primary, Lower secondary (LS) and Upper secondary (US) by sex, residence (U/R), wealth quintile and ethnicity. ▪ The number of OOSC is also available for primary, LS and

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			US but only by sex.
32	Percentage of children overage for a grade (primary education, lower secondary education) **Unit: number, %**	(1)	Pupils (students) can be overage for their grade for two reasons as late entry and repetition. Take for example a country where children are expected to enter primary school at 6 years of age. If a child enters grade 1 at age 7, he or she is one year overage for the grade. A child who enters grade 1 at age 8 and repeats the grade will be three years overage for the grade; two of the three years are due to late entry and the third year is due to repetition. Children who are many years overage are less likely to complete their education. If they stay in school, they graduate later than pupils who entered school at the official starting age. These overage graduates enter the labor market late and often with lower educational attainment. As a consequence, they are likely to have lower cumulative earnings over their lifetime than persons who graduated and entered the labor market at a younger age and with higher educational attainment. For the country as a whole this in turn means reduced national income and slower economic growth. http://huebler.blogspot.com/2011/06/age.html
33	Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks	(1)	There are 9 years of compulsory education (5 years in primary education and 4 years in Lower secondary). This is defined in the Education Law (Edition 2015).
34	Proportion of youth/adults with information and communications technology (ICT) skills by type of skill **Unit: %**	(1)	The ICT skills is requested to be included in the LSISII survey, but they add only questions in the tools focusing on access to ICT
35	Youth/adult educational attainment rates by age group, economic activity status, level of education	(1)	* Youth education attainment level is defined as the percentage of 20 to 24 year olds who have successfully completed at least an upper secondary education. This educational attainment refers to ISCED (International Standard Classification of

14

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	and programme orientation **Unit: %**		Education) 2011 level 3-8 for data from 2014 onwards and to ISCED 1997 level 3-6 for data up to 2013. This statistical indicator is calculated by dividing the number of young people who meet this attainment level (numerator) by the total population of the 20-24 age group (denominator); without however counting in this total population those who gave 'no answer' to the Labour force survey question on the 'highest level of education successfully completed'. http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Youth_education_attainment_level
36	Youth/adult literacy rate **Unit: %**	(1)	* Adult literacy rates concern the population aged 15 years and over, while youth literacy rates cover the population between the ages of 15 to 24 years. **Definition:** The percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. **Purpose:** To show the accumulated achievement of primary education and literacy programmes in imparting basic literacy skills to the population, thereby enabling them to apply such skills in daily life and to continue learning and communicating using the written word. Literacy represents a potential for further intellectual growth and contribution to economic-socio-cultural development of society. **Calculation method:** Divide the number of literates aged 15 years and over by the corresponding age group population and multiply the result by 100. * Definition, purpose and calculation method for the youth literacy rate (similar content, population between the ages of 15 to 24 years)
37	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are	(1)	

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	mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessments		
38	Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes **Unit: %**	(1)	Data available through EMIS: (a) schools with access to electricity
39	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities **Unit: %**	(1)	
40	Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand washing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator definitions) **Unit: %**	(1)	Data available through EMIS: (f) schools with single-sex basic sanitation facilities
41	Number of vocational education institution, teacher education institution and university graduates	(4)	
42	Number of special education schools, disability students	(4)	We have Lao version

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
	categorized by sex, ethnicity and education level **Unit: number**		
43	Enrolment rate for disability students categorized by education level **Unit: %**	(4)	To monitor the enrolment rate for disability students in school mapping
44	Number of days missed by boys and girls during the school year due to hazard impacts and manmade disaster **Unit: number**	(4)	Educational continuity is to avoid school disruption for quality education and learning as well as preparedness for emergency response 1. Principals and teachers need to collect the number of days where the schools close fully and partially (example: the school closes by heavy rain, storms) and children are not coming to school due to road accidents and injuries. 2. Schools need to develop their own DRM plan and practice drills based on the DRM guideline developed by MOES in Nov 2014.
45	Number schools with inclusive and gender sensitive Disaster Risk Management (DRM) and plan **Unit: number, %**	(4)	
46	Number of schools providing DRM and climate change through formal curriculum and extra curriculum at all level of education **Unit: number, %**	(4)	To measure the level of integration and use of Disaster Risk Management materials and tools at school level. 1. Disseminate DRM and climate change adaptation curriculum nationwide. 2. Training of teachers on these specific topics. 3. Collect at least one per year using comprehensive school safety self -assessment tool.
47	Number of schools/classrooms	(4)	To measure the reduction of the losses in the education sector investment (materials, buildings and facilitators) as well as

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
	estimated cost of repair or replacement of classrooms/ materials disaggregated by specific intensive hazard impacts, and use of schools as temporary shelters **Unit: number, %**		death and injuries due to hazard impacts on schools 1. Do an assessment on safe/unsafe schools using existing tools developed by MOES (COSMOS/VISUS). 2. Base on the results of the assessment provide corrective actions on buildings and facilities as well as protection of materials and assets. 3. Collect post disaster information on losses and damages in the education sector (materials, buildings, fully or partially school/classroom damage etc)
Sports - physical activity			

48	Percentage changed in number of sports venues (field or stadium), categorised by place and kind of sport
	
	Unit: number, %
		(4)	- To monitor the increase or decrease annually of public field or stadium (compared to the previous year)
			- Public field or stadium is a place, which allows people to use for physical exercise and sports.
			- There are four type of the venues…
			- Sports - physical activity is to develop the activities of training, exercise, acting, playing sports of citizens in general regardless of race, age, gender, disability, social and economic status, at village, district and province levels, aimed at promoting health, physical health based on rules exactly.
			    ▪ Physical exercise is stretching flexibility exercises, muscles to relax.
			    ▪ The exercise is an exercise that includes songs such as aerobic dancing, cheerleader etc.
			- The display/acting is presented art of traditional sports such as boxing dance, phenomenon, and other items ...

49	Percentage of participants in basic sports and physical activities, traditional sports annually in the country **Unit: number, %**	(4)	Percentage of the participants (gender, ages) annually, compared to the total population. - Basic sports and physical activities are sports using techniques for basic sports of each type of sports, based on rules to comply with international regulations and sports at village, district and province/capital clubs, and national sports. - Traditional sports and physical activities are activities as playing sports, acting, the sport's original for traditional and annually festivals, to promote physical and emotional healthy such as spinning top sports, Nakek, tug of war, boat racing, cow fighting, traditional drum, Tykey/tikhy, Mark khone throwing ...
50	Percentage of participants	(4)	Percentage of participants annually (gender, ages), compared

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
	who have exercise and playing sports, annually within country **Unit: number, %**		to the total population. - Recording for each event of the activity
51	Percentage of disabled people who have exercise and playing sports annually within country **Unit: number, %**	(4)	Percentage of disability people who participate in activities annually compared to total disability population within country. - Recording for each event of the activity - To collect statistics of disability people who do activities at abroad. - Sports for disability people - are training, exercises, competition for physical and mental health, unity, entertain, strong mentally integrate into the society as well, and to encourage people to join the sports activities in order to join the sports for disability people (domestic and international)
52	Athlete trainer ratio by kind of sports **Unit:**	(4)	- A trainer/teachers is a person person with a diploma from the concerned sports federation (domestic and foreign)
53	Percentage changed in number of sport judger by levels **Unit: number, %**	(4)	- We have more content in Lao version - International sport judger (IF, AF) is a person who has a diploma from foreign sports federation, and can act as sport judger at the international and domestic level - National sport judger is a person with a diploma from the local sports federation, and can act as sport judger at the national sport level - There are other sport judgers
54	Percentage changed in number of sport managers **Unit: number, %**	(4)	We have Lao version - National athletes is an athlete who receive Lao nationality or other nationals which is agreed or selected by government based on set technical standards. - Professional athlete is a person who hold a professional contract and register with a club in accordance with the rules related to international and Lao regulations and rules, and pay taxes for government
55	Percentage changed in number of sport club by kind of sport, province, district and village	(4)	We have Lao version - Fields for training is open air and indoor courts, it can be

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
	~~Number of fields for training and competition~~ **Unit:**		~~used for specific training and competition~~ ~~- Stadium is an open air and indoor stadiums with standards, it can be used for competition at domestically and international levels~~
56	Percentage of family who have exercise annually within country		We have Lao version
57	Statistics for domestically and abroad sports competition	(4)	Statistics are: - Number of athletes preparing to compete at domestic and abroad categorized by type of sports - Number of athletes who participate in the competition at abroad categorized by type of sports - Results of competition within the country and abroad by type of sports (including praise and reward for those who have results)
Administration and Management			
58	Percentage (%) of the regular national expenditure that allocate to the Ministry of Education and Sports **Unit: %**	(2)	
59	Education expenditure per student by level of education and source of funding	(1)	• National Education Accounts 2016 could give some information on this but it only covers funding from Public and external under a certain condition • LECS could also give some info on this indicator
60	The percentage of school executive directors who have trained about school administration and management **Unit: %**	(4)	Focussed director and deputy director of general education schools
61	Volume of official development assistance flows for scholarships by sector and type of study	(1)	
62	Teacher attrition rate by education level	(1)	Department of Organisation and Personal, MoES responsible for Personal Management Information System (PMIS); the rate

No.	Indicator	Ref.	Definition, data need, method of calculation, data source and responsibility
	Unit: %		is available in the PMIS.
63	Percentage of total aid to education allocated to least-developed countries **Unit: %**	(1)	

References

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