

BEQUAL Phase 1 End of Program Review Management Response

Recommendation	Response	Action Plan	Responsibilities
<p>1. Working with Government of Laos (GoL): Establish and strengthen relationships with key Ministry of Education and Sports (MoES) officials and engage them in strategic/policy dialogue, with a view to:</p> <p>1.1. foster GoL funding, ownership and leadership of BEQUAL-supported reforms;</p> <p>1.2. identify key approaches to these reforms; and</p> <p>1.3. improve vertical and horizontal coordination between MoES departments and stakeholders at sub-national levels.</p>	<p align="center">Agree</p>	<p>1. BEQUAL will assist the Australian Embassy in identifying policy gaps and entry points for policy dialogue and relationship building/strengthening with MoES at all levels. The following specific actions in response to the recommendations will be undertaken:</p> <p>1.1. Post in the capacity as a Co-chair of the ESWG will advocate for the Minister to strengthen the role of the Planning and Budgeting Committee with a view to making this committee operational and functional, and linked to budget decisions supporting key reforms, including BEQUAL-supported reforms. BEQUAL will explore options for sub-national grant modalities that incentivise increased GoL budget allocations for pedagogical support via the CPD system.</p> <p>1.2. Post will continue to engage in policy discussions relevant to key BEQUAL priorities with MoES through ESWG mechanisms and BEQUAL Governance mechanisms, to support key policy reforms relevant to the success of the program.</p> <p>1.3. BEQUAL will enhance and strengthen existing coordination mechanisms which will foster vertical and horizontal coordination between MoES departments and sub-national stakeholders in BEQUAL target provinces and districts. In particular the Program will support DTE to make effective use of the new Teacher Education Focal Group within the ESWG governance mechanism.</p>	<p>DFAT to work with BEQUAL and MoES</p>
<p>2. Teacher Continuous Professional Development (CPD) System: Encourage and support MoES to include clear roles and responsibilities in the CPD system design, both for internal stakeholders (particularly TTC and PESS) and between supportive development partners.</p>	<p align="center">Agree</p>	<p>2. BEQUAL has been supporting Department of Teacher Education (DTE) to conceptualise CPD system. BEQUAL will continue to:</p> <ul style="list-style-type: none"> ➤ Support DTE to identify clear roles and responsibilities of stakeholders (including MoES and development partners) at both central and sub-national levels in the design of the CPD system. ➤ ensure proper consultations with relevant stakeholders at all levels. ➤ ensure results of the pilot of CPD activities are documented, shared with relevant MoES counterparts and supportive 	<p>BEQUAL and MoES</p>

		development partners and the results are used to leverage policy dialogue and reforms.	
<p>3. Gender Equality, Disability and Social Inclusion (GEDSI): Develop and implement a clear, pragmatic and well-resourced GEDSI strategy, informed by appropriate GEDSI assessments and focused on developing and actively supporting teaching practices that promote GEDSI.</p>	Agree	<p>3. BEQUAL 2 will build on experience from Phase 1 to continue to mainstream and strengthen GEDSI elements in the program. DFAT Education Team will ensure BEQUAL 2 develops and implements a clear and pragmatic GEDSI strategy. A GEDSI Manager has been recruited for Phase 2 and this will ensure in-house expertise to support GEDSI strategy implementation. Two per cent of BEQUAL 2 budget has been allocated for GEDSI. In Phase 2, assessments scheduled for baseline, Mid Term Review and End of Program Review will include a GEDSI lens and inform the program on how to better mainstream and conduct targeted activities to improve GEDSI impact across BEQUAL. BEQUAL 2 will also continue to support teaching practices that promote GEDSI through the Spoken Lao Program, multigrade teaching and teacher continuous professional development training modules to support inclusive teaching and learning.</p>	BEQUAL and MoES
<p>4. Program MEL function: Design a MEL system that can be utilised as a strategic management tool, providing performance information beyond operational accountability and covering contextual evolutions, lessons around replication and scalability, and ultimately results in classrooms.</p>	Agree	<p>4. Post, with support from the Education Section and the Program Enabling Division in Canberra, will engage with the BEQUAL 2 MEL team early on in the process of designing a MEL system to ensure the system meets DFAT's M&E Standards and requirements and also meets recommendation 4 of the BEQUAL Phase 1 End of Program Review. Post will engage BEQUAL Technical Advisory Group in the bi-annual strategic reviews to ensure the MEL system and performance information are utilised as strategic management tools and for decision making.</p>	DFAT and BEQUAL
<p>5. Collaborating with other development partners (DPs): Provide strong leadership to build, formally and informally, a coalition of like-minded DPs ready and willing to harmonise their investments, work collaboratively and engage jointly with GoL on relevant policy agendas.</p>	Partially agree	<p>5. Post and the BEQUAL 2 personnel will continue to collaborate and coordinate with other DPs working in the primary education sub-sector and build a coalition of like-minded DPs to work collaboratively and engage jointly with GoL on relevant policy agendas.</p> <p>Post's extensive experience in sector coordination shows that it is very unlikely for donors to harmonise their investments beyond coordination efforts to ensure complementarity and to avoid duplication.</p>	DFAT and BEQUAL