





# SECOND INTERNATIONAL BIENNIAL CONFERENCE ON EARLY CHILDHOOD CARE AND EDUCATION

Big Data for Small Children: Monitoring Holistic Early Childhood Development

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Republic of Seychelles





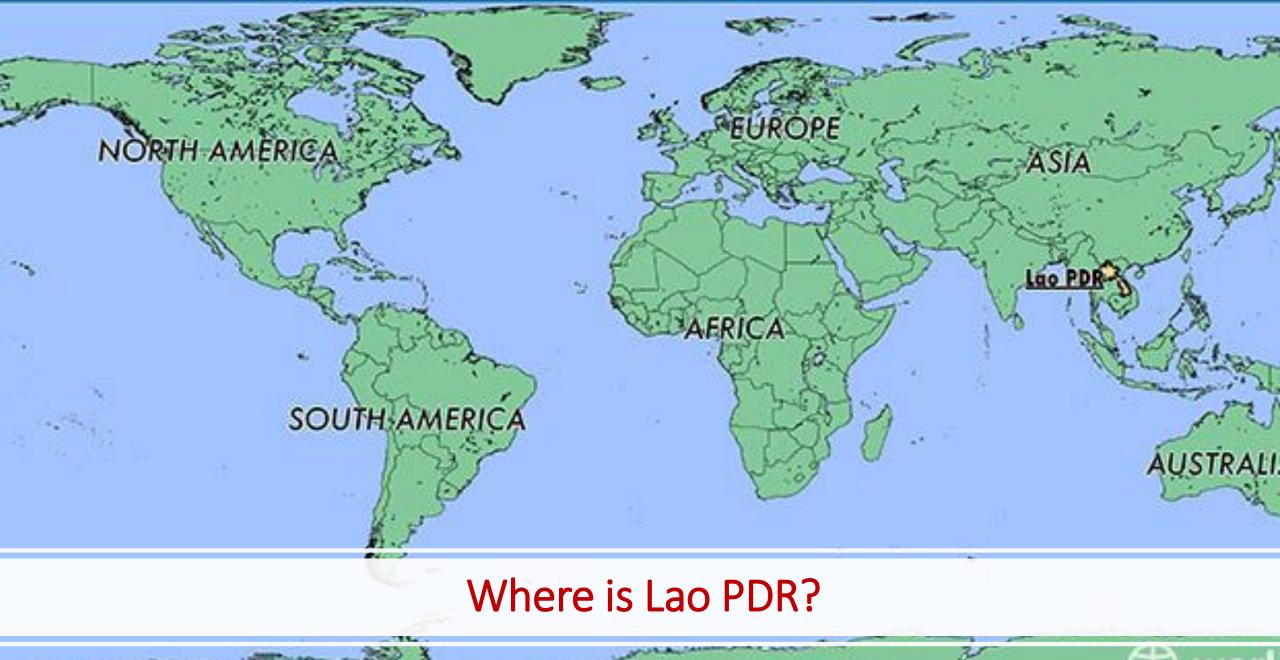


## The ECCE SYSTEMS in LAO PDR

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# Players

- National Commission for Advancement of Women and Mother-Child
- Ministry of Education and Sports
  - Department of Early Childhoods Education
  - Inclusive Education Center
  - Education Quality Assurance Center
- Ministry of Health
  - Department of Sanitation and Health Promotion
- Ministry of Labor and Social Welfares
  - Department of Social Works

### **Policies**

- The 8<sup>th</sup> National Socio-Economic Development Plan (NSEDP) 2016-2020
- The Vision for 2030, Strategy 2016-2025 and action plan 2016-2020 by each players
  - Mother and Child (Commission)
  - Education, Promotion of Health-Hygiene-Nutrition in School (Ministry of Education and Sports)
  - Health, Nutrition and Vaccination (Ministry of Health)
  - Social protection (Ministry of Labor and Social Welfares)

#### Data

- Population census (1995, 2005 and 2015)
- Annual Statistic (provided by Line Ministries)
- The Lao Social Indicator Survey II (LSIS II), as a part of Global Multiple Indicator Cluster Survey (MICS), 2017
- Annual data on Child in school (Educational annual Statistic)
- Data from research project in targeted area and sectors

# Some Example Data

General and Health Sector	2005 (Census)	2015 (Census)	2017 (Survey)	2020 (Target)
Total Population (millions)	5.6	6.5		
Age 0-4 (%)	12.5	10.5		
Age 5-9 (%)	13.3	10.5		
mortality rates <1 (per 1000)	70	<i>57</i>	40	30
mortality rates <5 (per 1000)	98	86	46	40
Underweight (%)	-	-	21	20
Stunting (%)	-	-	33	32

<b>Education Sector (Annual data)</b>	2016	2017	2018	2020
Enrollment rate of Age 6 (primary)	98.8	98.7	98.8	99
Enrollment rate of Age 5 (%)	70.9	74.4	77.1	80
Enrollment rate of Age 3-4 (%)	37.3	41.0	45.0	40
Enrollment rate of under 3 (%)	-	4.19	4.7	-

# Challenges

- The data collection are limited by sectors and not well linked
- Most of individual data are collected at schools or health service units level, but they are not input to the data system
- There are no clear vision about ECCE data management
- Human resources for data collection and management

## Next Step

- Apply the ECCE prototype and GEQAF to analyze the system;
  (GEQAF General Education Quality Analysis Framework)
- Find out the area and planning for improvement (including data management issue)
- Finalize the Data Standard (the indicators to collect at the school level and summarize in the local/national level)
- Review the existing EMIS with the Data Standard (EMIS - Education Management Information System)

## Information about us

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Thank you!