

Lao People's Democratic Republic

Ministry of Education and Sports

SECOND GLOBAL PARTNERSHIP FOR EDUCATION PROJECT GRANT NO. TF018969

TERMS OF REFERENCE FOR INTERNATIONAL INSTRUCTIONAL MATERIAL AND TEXTBOOK EDITOR

I. BACKGROUND

The Lao PDR Second Global Partnership for Education Project (GPE II) is a program is managed and implemented by the Lao PDR's Ministry of Education and Sports. The program is financed through a US\$ 16.8 million grant from the Global Partnership for Education (GPE), approved on April 14, 2015 and effective since June 4, 2015. The GPE II. The grant's supervision has been entrusted to the World Bank, acting as GPE Grant Agent (GA) under the oversight of the Lao PDR Education Sector Working Group (ESWG)¹ and the GPE coordinating agencies (CA) in Lao PDR – UNICEF, the European Union (EU) and the Australia's Department of Foreign Affairs and Trade (DFAT).

The GPE II supports the efforts of the Government of Lao PDR (GoL) to strengthen the governance and improve the quality of primary and preprimary education through the following key interventions:

- Enhancing the school-based management (SBM) capacity at school, district and central levels through a nationwide SBM training based on harmonized training materials focusing on school self-assessment, school development planning and management of school block grants (SBGs) (GPE II Component 1)
- Improving the transparency of the school funding model by establishing a national system of school bank accounts (GPE II Component 1)
- Providing additional funding for non-wage expenditures of primary schools and kindergartens through complementary SBGs to help schools achieve minimum education quality standards (GPE II Component 1)
- Strengthening the capacity of central, provincial and district authorities to support schools and monitor their SBM and SBG implementation, and support sector wide monitoring (GPE II Components 1 and 3), and
- Piloting a new reading readiness program for children aged 5 in preprimary classes and kindergartens (Component 2).

This term of reference relates to the piloting of the reading readiness program (RRP) under Component 2 of the GPE II project. The total budget of Component 2 is USD 4 million. The responsibility for the RRP implementation is with the following departments of the MOES:

- Research Institute for Education Sciences (RIES)
- Department of Early Childhood Education (DECE)
- Department of Teacher Education (DTE)
- Teacher Training Colleges Faculty (TTC)

¹ The Lao PDR's ESWG is the GPE's local education group (LEG) in charge of GPE grants. The Lao PDR ESWG comprises of Government of Lao PDR (Ministry of Education and Sports, Ministry of Finance and Ministry of Planning and Investment) and key development partners (DPs), including the World Bank as a GPE II grant agent, The ESWG is chaired by the Minister of Education and Sports and co-chaired by the Development Partners with largest education portfolio in the Lao PDR – the EU and DFAT.

- Education Sector Plan Coordinating Unit (ECU) within the Department of Planning (DOP)

II. OVERVIEW OF THE READING READINESS PROGRAM (RRP)

Instructional objectives

The GPE II RRP will comprise 30 supplemental instructional sessions, it will not be designed to replace the curriculum, the daily lesson plan or the lesson content. The program will nevertheless closely follow curricular objectives and skills for KG+PP early literacy instruction. The program will aim at building children's competencies in four key areas of early literacy: language, narrative, phonological awareness and print knowledge. Teachers will be provided with well-structured activities and material, to support the explicit teaching of each domain area. The role of each of these areas in predicting success in learning to read in G1 and above is well documented.

Teachers will be provided with a guide that will include (i) session by session scope and sequence, detailing the progression of skills and material for all the instructional activities included in the program's package and (ii) description of how teachers should conduct the activity with the children and the list of items (visuo-haptic props, stories, books etc.) that should be used for each session. In addition, the program will develop the following teaching aids:

- Culturally Sensitive Literature: Pedagogical resource is scarce in Laos, therefore Lao-Tai language literature appropriate for a 5-year-old audience of pre-readers will be developed and tailored to support the pedagogical activities included in the program. Topics will be varied, dealing with settings and situations that are familiar and common to all ethnic minority groups and are characteristic of the Lao rural environment.
- Visuo-haptic Props: Allow teachers to introduce and complement print and alphabetical knowledge instruction with a visuo-haptic exploration of those concepts in the Lao language (such as 3D letters, crepe letters on a sheet, tracing letters along lines/dotted lines, etc.)

Target group:

The RRP covers 127 preprimary teachers and children aged 5 years of very diverse ethnic backgrounds (30% Lao-Tai, 25% Khmu, 27% Hmong, 5% Prai, 4% Phong, 4% Akha, and 5% other ethnic groups), enrolled in kindergartens and preprimary classes in 127 communities in 14 districts in 5 provinces of Northern Laos (Houaphanh, Phongsaly, Oudomxay, Xayaboury, and Borikhamxay). These communities belong to the GPE II pool of priority districts, among the most disadvantaged in the country with respect to all key education disadvantage indicators, malnutrition, stunting, and poverty. The list of the 127 communities is provided in Annex 3, along with the list of 127 control communities.

Language of the RRP

In line with the legal provisions concerning the official language of instruction, the reading readiness program will be developed in the official Lao-Tai language with the objective to improve Lao-Tai reading readiness of all target children, 70 percent of which belong to non-Lao Tai language groups. While mother tongue instruction may be appropriate in certain contexts, the existence of 47 ethnicities in Lao PDR, further branching into 160 ethnic groups that speak 82 distinct living languages without written forms (except for the Hmong ethnic group) precludes the identification of effective approaches for developing mother tongue reading readiness programs. The revised primary education curriculum, supported by BEQUAL, and the revised preprimary curriculum, supported by UNICEF, are both based on Lao-Tai language. The reading readiness program under the GPE II

project will be designed and delivered in alignment with the revised curricula and the legal provisions for the official language of instruction.

Key RRP Activities:

1. Setting up teams:

(a) Reading Readiness Program Team (RRPT) of the Ministry of Education and Sports:

- Research Institute for Education Sciences (RIES, master coaches)
- Department of Early Childhood Education (DECE, master coaches)
- Department of Teacher Education (DTE, master coaches)
- Teacher Training Colleges Faculty (TTC master coaches and coaches)

(b) International and Local Reading Readiness Technical Advisors (RRTA) recruited by the GPE II

2. Preparation of the RRP content framework: RRPT and RRTA conceptualize the initial framework of activities and materials.

3. Pre-testing and Quality Control: RRPT and RRTA ensure that cultural specificity of each ethnic group is taken in consideration and confirm the activities planned are feasible in the target areas. The pre-testing phase should allow sufficient time for the material developers to progressively learn and master how the lessons should be applied in the classroom.

4. Material Development Workshops: involves the RRP core team and Technical Advisors (TAs); takes stock of the pre-testing and quality control feedback and develops the RRP material

5. Printing and distribution of RRP material

6. Trainings:

(a) The RRPT will double as master trainers for the coaches, master trainers for the teachers, overall supervisors and coaches of coaches (or coaches themselves) throughout implementation.

(b) Initial trainings of the RRPT by the RRTA. RRPT will be provided with opportunities to practice the lessons they developed to improve them, and to master the use of the lessons.

(c) RRPT will then train TTC coaches in using the lessons, mentoring the teachers on how to use the material effectively in the classrooms. Regional or national meetings with coaches should be regularly organized to take stock of difficulties and address issues early on.

(d) The RRPT along with the coaches will then train the teachers in the target communities.

(e) Refresher teacher trainings will be organized locally (lead by coaches of the RRPT), scattered throughout the implementation year to ensure issues are tackled and concerns are addressed in a timely manner,

GPE II RRP Implementation schedule:

Year 1: 09/2018-06/2019: RRP Preparation Activities 1 to 6 (a)-(d)

Year 2: 07/2019-06/2020: RRP implementation + Activity 6 (e)

Year 3: 07/2019-11/2020: Endline Impact Evaluation data analysis

Impact Evaluation (IE) Design:

The RRP impact evaluation is anchored to the existing Early Childhood Education project impact evaluation which covers 376 villages, of which 135 villages with existing preprimary classes, 119 villages with existing kindergartens and 122 villages with no early childhood education programs

(see Annex 2 for detailed description). The transition from the ECE impact evaluation (ECE IE) to GPE II RRP impact evaluation (GPE II RR IE) will occur in August-September 2019, when the ECE IE endline measurement will be conducted and will serve as a baseline measurement for the GPE II RRP. Since the GPE II RRP will be implemented only in villages with existing preprimary classrooms or kindergartens, the third cluster of 122 will be dropped from the GPE II IE. The remaining 254 villages will be re-randomized at the endline measurement of the ECE IE and regrouped into 127 GPEII RRP treatment villages and 127 control villages. Thus, the children receiving the GPE II RRP will be coming from households that have and have not been benefitting from the ECE project interventions. It is estimated that the population of 5-year olds in the 254 GPE II RRP will be at least 1000, thus ensuring sufficient statistical power. The re-randomization of the study sample will enable the GPE II RRP impact evaluation to determine not only the impact of GPE II RRP alone, but also the combined impact of the various ECE IE modalities and the GPE2 RRP.

III. SCOPE OF WORK

The consultant will work under the supervision of the MOES RRPT and the Reading Readiness Specialists affiliated with the World Bank supervision team.

Activities:

The consultancy will consist in providing

- Support to the creation of clean templates and instructional data bank that will store instructional material before press-ready versions are available.
- Example lessons at various stages of trial and implementation based on the feedback from the field the specialists' recommendations.
- The 'stitching' instructional scripted routines with individual lesson's content in order to lay out daily lesson and format them into an ergonomic teacher guide.
- Lay out services for the reading resources and activities used by the students.
- Design print specifications and oversee interaction with printers.

Level of Effort:

The Reading Readiness program will be rolled out across three years:

- Year 1 will be the most intensive with the development of all the core instructional material and the lay out of the full suite of instructional aides. The level of effort (LoE) for year 1 will be 100 days
- Year 2 will require that the consultant updates the instructional package based on the ongoing review and revisions of the material during and after implementation. The LoE for year 2 will be 50 days
- Year 3 will require the least amount of time as minimal changes to the instructional suite of material are anticipated at that stage. The LoE for year 3 will be 30 days.

Deliverables:

Year 1:

- Statistical analysis of instructional material and curricular data in a way that can be easily used to make key decisions on the content of the program.
- Clean templates and documents for workshops and school trials based on needs.

- Frequent formatting of working documents that are used to store the instructional material developed by the Reading Readiness team.
- Lay out of teacher guide, student books and other instructional aides using simple and easily accessible software such as word and excel.

Year 2 and 3:

- Teacher guide, student books and all other instructional aides updated based on recommendations formulated by the Reading Readiness Specialists.

IV. PROFILE AND MINIMUM QUALIFICATIONS:

- Bachelor Degree in a related field
- 5 years of editing experience and at least 2 years in editing and developing early grade or pre-reading literacy instruction textbooks, teacher guides and teaching aides.
- Fluency in English
- Demonstrated experience collaborating with researchers to analyze languages' statistical information to design assessments and literacy programs.
- Demonstrated experience creating and using tools such as scope and sequence, instructional routines and templates to create a finished product of superior quality.
- Demonstrated mastery of word and excel to edit and produce instructional material of professional quality
- Demonstrated ability to use word to pdf text conversion, along with a wide variety of fonts to design beginning reader books and instructional material.
- Demonstrated ability to use photoshop to clean up, resize and modify pictures and illustrations.
- Demonstrated experience in handling logistical aspects textbook production process of such as material development, illustration creation, editing printing and shipping.
- Demonstrated experience in producing and delivering outputs on a short notice.

ANNEX 1: TIMELINE OF THE READING READINESS PROGRAM IMPLEMENTATION

Y1 Timeline:

September-October 2018	<ul style="list-style-type: none"> - Review all available material on literacy instruction, programs, textbooks and curricula for Laos' early primary grades (EPG) and Kindergartens (KG). - Review all available Early Childhood Education (ECE) programs implemented in Laos and identify synergies in the material, the methods, etc. - Consult available videos, photos of KG classrooms in the selected regions. - Produce statistical analysis and quantitative data necessary to the basis of phonics component of the program and all the modules relating to the phonology of the Lao-Tai language and print. - Finalize the conceptual framework for the Reading Readiness Program (RRP), produce a draft scope and sequence for the year, produce a draft example lesson and draft routines for each pedagogical activity of the program, produce a draft training plan (all drafts to be refined during material development and school visits)
November	<ul style="list-style-type: none"> - TAs trip #1: workshop with RR team #1. - Objectives: presentation of plans, roles and responsibilities, basics of Reading Readiness, visits of KG (both rural vs. urban, ethnic vs. non-ethnic) - Deliver RR team with a schedule of homework and feedback until next TA trip, guidelines / how to's to produce their work, templates to produce the work in a structure editable form as well as instructional routines for the corresponding activities. - Material Development begins.
December	<ul style="list-style-type: none"> - Material Development -- cont'd.
January 2019	<ul style="list-style-type: none"> - Material Development -- cont'd.
February	<ul style="list-style-type: none"> - Material Development -- cont'd. - Draft lesson: ready to trial (edited and printed)
March	<ul style="list-style-type: none"> - TAs trip #2: Trial draft lesson - Objectives: touch base with RR team on potential difficulties and trial lessons in a group-settings and in schools / classroom settings and introduce concepts of coaching, including role play. - Deliver a trial tested routine and example lesson which will be the basis to finalizing all lessons and based on classroom performance of RR team update coaching framework and training - Material with MoES for pre-validation.
April	<ul style="list-style-type: none"> - Material Development reviewed and finalized. - Evaluation tools developed and piloted (classroom, coaching, impact evaluation)
May	<ul style="list-style-type: none"> - Material and evaluation tools with editor. - Material proof read by the team. - Material final validation by MoES before printing.
June	<ul style="list-style-type: none"> - TAs trip #3: Preparation for implementation and trouble shooting

	<ul style="list-style-type: none"> - Material and evaluation tools: drama buffer. - Trainings: - Documents translated and printed. - Logistics finalized - Impact Evaluation: logistics finalized
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Y2 Timeline:

July 2019	<ul style="list-style-type: none"> - Material LEVEL 1 and LEVEL 2 printing. - TAs trip #1 (or August): - Training of Trainers STRATA 1 and 2 - Input into training of IE firm
August	<ul style="list-style-type: none"> - Material LEVEL 1 and LEVEL 2 distributed and in schools. - Training of teachers - Training of enumerators for the Impact Evaluation
September	<ul style="list-style-type: none"> - Evaluation baseline - Implementation kick off - Coaching kick off
October	<ul style="list-style-type: none"> - Implementation: supervision (RR team), coaching (coaches), teaching (teachers)
November	
December	<ul style="list-style-type: none"> - TAs trip #2: monitoring / field visit.
January 2020	<ul style="list-style-type: none"> - Implementation: supervision (RR team), coaching (coaches), teaching (teachers)
February	
March	
April	<ul style="list-style-type: none"> - TAs trip #3 (June or before depending on end of the school year): - Stock taking of implementation and necessary modifications of the program (must be feasible in the time available).
May	
June	<ul style="list-style-type: none"> - Training of IE firm - Evaluation endline

Y3 Timeline:

July 2020	<ul style="list-style-type: none"> • Data Analysis • Material & training: final modifications. • Planning for next round of funding.
August	<ul style="list-style-type: none"> • Data Analysis • Material & training: final modifications.
September	<ul style="list-style-type: none"> • Report / Paper Writing
October	<ul style="list-style-type: none"> • Report / Paper Writing
November	<ul style="list-style-type: none"> • TAs trip #1: dissemination of results led by TAs and RR team.
December	<ul style="list-style-type: none"> • All publications finalized • Material hand-over to MoES.

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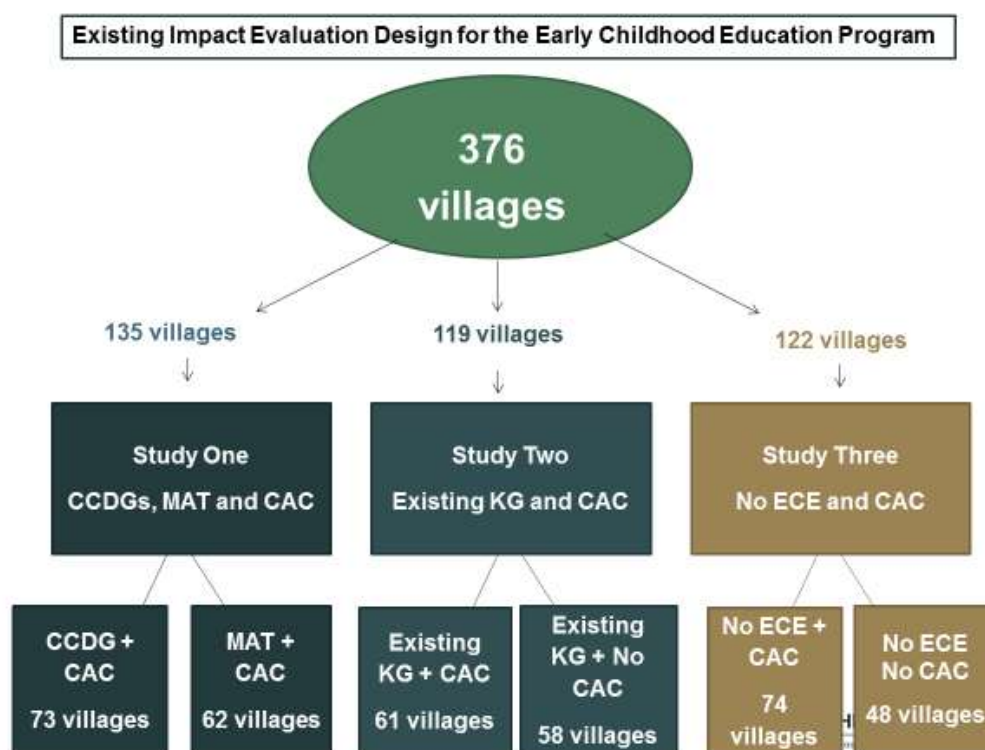
ANNEX 2: IMPACT EVALUATION DESIGN:

The RRP impact evaluation is anchored to the existing Early Childhood Education project impact evaluation which covers 376 villages, of which 135 villages with existing preprimary classes, 119 villages with existing kindergartens and 122 villages with no early childhood education programs (see diagram below).

The 135 villages with preprimary classrooms have been receiving early childhood development community awareness campaigns (CAC). Among them, 73 villages have been receiving additionally non-formal community child development playgroups (CCDGs) for children aged 3 and 4 before they transition to the school readiness program delivered in the existing preprimary classrooms. The other 63 villages have been receiving multi age teaching (MAT) for children of ages 3 to 5, grouped together within the preprimary classrooms. This impact evaluation cluster evaluates the impact of MAT and CCDG on child development and school readiness by directly comparing the two modalities against each other.

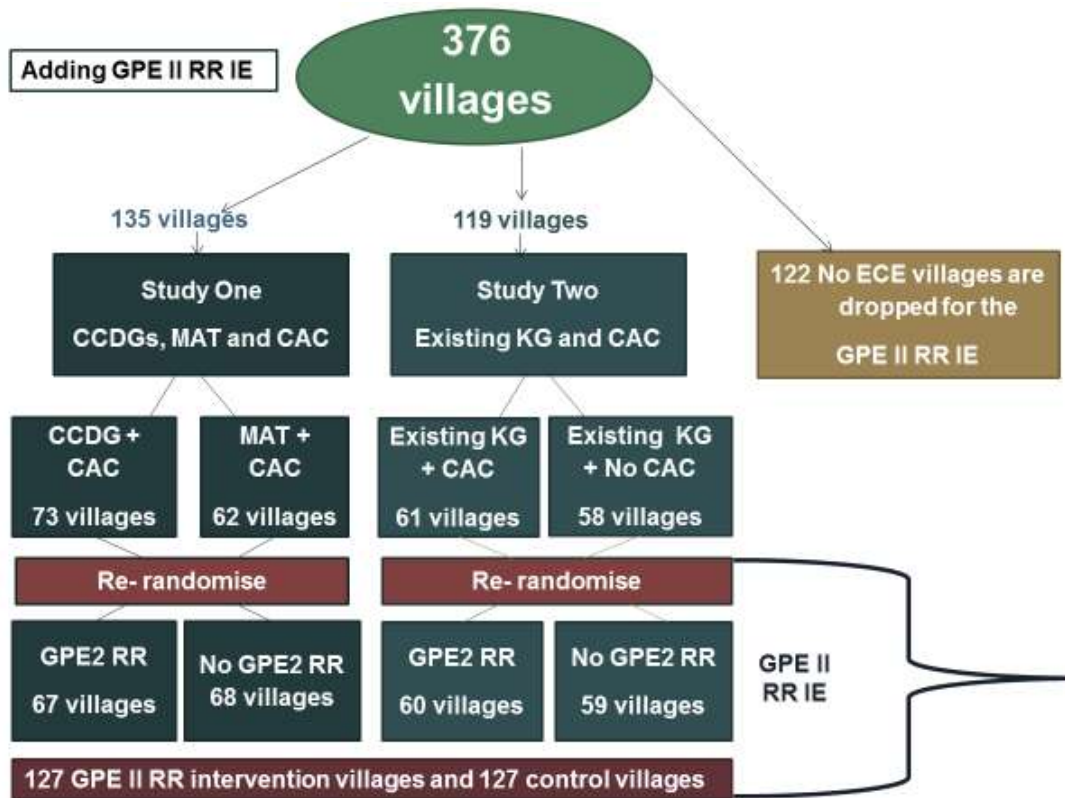
Out of the 119 villages with formal kindergartens (CAC), the ECE project has been providing the CAC intervention to 61 communities, while the remaining 58 villages have not received any support, thus acting as a control group. It is assumed that these 119 communities are at a comparative advantage to the rest of the villages as they boast the most expensive ECE modality in Lao PDR – the kindergarten. This study cluster aims at assessing the impact of the CAC on top of the kindergarten service on the child development outcomes.

The third cluster consist of 122 villages with no existing ECE programs, of which 74 villages have been receiving the CAC intervention, while the remaining 48 villages have been acting as a pure control group. This cluster study aims at isolating the impact of the CAC on child development outcomes in the absence of any ECE program.



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Thus, the children receiving the GPE II RRP will be coming from households that have and have not been benefitting from the ECE project interventions. It is estimated that the population of 5-year olds in the 254 GPE II RRP will be at least 1000, thus ensuring sufficient statistical power. The re-randomization of the study sample will enable the GPE II impact evaluation to determine not only the impact of GPE II RRP alone, but also the combined impact of the various ECE IE modalities and the GPE2 RRP.

ANNEX 3: LIST OF COMMUNITIES INCLUDED IN THE PROGRAM

127 RRP Treatment communities:

#	P Code	Province	D Code	District	V Code	KG vs PP	ECE IE Arm
1.	2	Phongsaly	203	Khoua	203017	Preprimary	CCDG
2.	2	Phongsaly	203	Khoua	203028	Preprimary	MAT
3.	2	Phongsaly	203	Khoua	203029	Preprimary	CCDG
4.	2	Phongsaly	203	Khoua	203038	Preprimary	CCDG
5.	2	Phongsaly	203	Khoua	203040	Preprimary	CCDG
6.	2	Phongsaly	203	Khoua	203062	Kindergarten	KG_CONTROL
7.	2	Phongsaly	203	Khoua	203139	Kindergarten	KG_CAC
8.	4	Oudomxay	402	La	402005	Preprimary	MAT
9.	4	Oudomxay	402	La	402006	Preprimary	CCDG
10.	4	Oudomxay	402	La	402026	Preprimary	CCDG
11.	4	Oudomxay	402	La	402027	Preprimary	CCDG
12.	4	Oudomxay	402	La	402035	Preprimary	MAT
13.	4	Oudomxay	402	La	402060	Preprimary	CCDG
14.	4	Oudomxay	403	Namor	403028	Preprimary	MAT
15.	4	Oudomxay	403	Namor	403034	Preprimary	MAT
16.	4	Oudomxay	403	Namor	403045	Preprimary	MAT
17.	4	Oudomxay	403	Namor	403048	Preprimary	CCDG
18.	4	Oudomxay	403	Namor	403051	Preprimary	CCDG
19.	4	Oudomxay	403	Namor	403065	Preprimary	CCDG
20.	4	Oudomxay	403	Namor	403072	Preprimary	MAT
21.	4	Oudomxay	403	Namor	403073	Preprimary	CCDG
22.	4	Oudomxay	403	Namor	403076	Preprimary	CCDG
23.	4	Oudomxay	403	Namor	403087	Preprimary	MAT
24.	4	Oudomxay	403	Namor	403094	Preprimary	MAT
25.	4	Oudomxay	403	Namor	403098	Preprimary	MAT
26.	4	Oudomxay	405	Beng	405011	Preprimary	MAT
27.	4	Oudomxay	405	Beng	405014	Preprimary	CCDG
28.	4	Oudomxay	405	Beng	405020	Preprimary	MAT
29.	4	Oudomxay	405	Beng	405021	Preprimary	MAT
30.	4	Oudomxay	405	Beng	405027	Preprimary	CCDG
31.	4	Oudomxay	405	Beng	405034	Preprimary	CCDG
32.	4	Oudomxay	405	Beng	405039	Preprimary	MAT
33.	4	Oudomxay	405	Beng	405044	Preprimary	MAT
34.	4	Oudomxay	405	Beng	405045	Preprimary	CCDG
35.	4	Oudomxay	405	Beng	405053	Preprimary	CCDG
36.	7	Houaphanh	704	Viengxay	704002	Preprimary	MAT
37.	7	Houaphanh	704	Viengxay	704003	Kindergarten	KG_CONTROL
38.	7	Houaphanh	704	Viengxay	704022	Kindergarten	KG_CAC
39.	7	Houaphanh	704	Viengxay	704026	Kindergarten	KG_CAC
40.	7	Houaphanh	704	Viengxay	704030	Preprimary	MAT
41.	7	Houaphanh	704	Viengxay	704036	Preprimary	CCDG
42.	7	Houaphanh	704	Viengxay	704046	Kindergarten	KG_CONTROL

#	P Code	Province	D Code	District	V Code	KG vs PP	ECE IE Arm
43.	7	Houaphanh	704	Viengxay	704055	Kindergarten	KG_CAC
44.	7	Houaphanh	704	Viengxay	704087	Kindergarten	KG_CONTROL
45.	7	Houaphanh	704	Viengxay	704096	Preprimary	MAT
46.	7	Houaphanh	704	Viengxay	704097	Preprimary	MAT
47.	7	Houaphanh	704	Viengxay	704101	Preprimary	CCDG
48.	7	Houaphanh	704	Viengxay	704120	Kindergarten	KG_CAC
49.	7	Houaphanh	704	Viengxay	704126	Preprimary	MAT
50.	7	Houaphanh	704	Viengxay	704130	Preprimary	MAT
51.	7	Houaphanh	705	Houa Meoung	705002	Preprimary	CCDG
52.	7	Houaphanh	705	Houa Meoung	705005	Kindergarten	KG_CONTROL
53.	7	Houaphanh	705	Houa Meoung	705034	Kindergarten	KG_CAC
54.	7	Houaphanh	705	Houa Meoung	705049	Kindergarten	KG_CAC
55.	7	Houaphanh	705	Houa Meoung	705070	Kindergarten	KG_CONTROL
56.	7	Houaphanh	705	Houa Meoung	705091	Preprimary	CCDG
57.	7	Houaphanh	705	Houa Meoung	705093	Kindergarten	KG_CONTROL
58.	7	Houaphanh	705	Houa Meoung	705094	Kindergarten	KG_CAC
59.	7	Houaphanh	706	Xam Tai	706003	Kindergarten	KG_CONTROL
60.	7	Houaphanh	706	Xam Tai	706004	Kindergarten	KG_CONTROL
61.	7	Houaphanh	706	Xam Tai	706005	Kindergarten	KG_CONTROL
62.	7	Houaphanh	706	Xam Tai	706006	Kindergarten	KG_CONTROL
63.	7	Houaphanh	706	Xam Tai	706014	Kindergarten	KG_CONTROL
64.	7	Houaphanh	706	Xam Tai	706048	Kindergarten	KG_CONTROL
65.	7	Houaphanh	706	Xam Tai	706051	Kindergarten	KG_CONTROL
66.	7	Houaphanh	706	Xam Tai	706108	Kindergarten	KG_CAC
67.	7	Houaphanh	706	Xam Tai	706130	Kindergarten	KG_CAC
68.	7	Houaphanh	706	Xam Tai	706161	Kindergarten	KG_CONTROL
69.	7	Houaphanh	706	Xam Tai	706183	Kindergarten	KG_CAC
70.	7	Houaphanh	706	Xam Tai	706908	Kindergarten	KG_CAC
71.	7	Houaphanh	707	Sobbao	707010	Kindergarten	KG_CAC
72.	7	Houaphanh	707	Sobbao	707016	Preprimary	CCDG
73.	7	Houaphanh	707	Sobbao	707020	Kindergarten	KG_CAC
74.	7	Houaphanh	707	Sobbao	707021	Kindergarten	KG_CAC
75.	7	Houaphanh	707	Sobbao	707022	Preprimary	CCDG
76.	7	Houaphanh	707	Sobbao	707027	Kindergarten	KG_CONTROL
77.	7	Houaphanh	707	Sobbao	707040	Kindergarten	KG_CAC
78.	7	Houaphanh	707	Sobbao	707049	Kindergarten	KG_CONTROL
79.	7	Houaphanh	707	Sobbao	707055	Kindergarten	KG_CAC
80.	7	Houaphanh	707	Sobbao	707069	Kindergarten	KG_CAC
81.	7	Houaphanh	707	Sobbao	707070	Preprimary	CCDG
82.	7	Houaphanh	707	Sobbao	707075	Kindergarten	KG_CONTROL
83.	7	Houaphanh	707	Sobbao	707077	Kindergarten	KG_CONTROL
84.	7	Houaphanh	708	Meoung Add	708011	Kindergarten	KG_CAC
85.	7	Houaphanh	708	Meoung Add	708015	Kindergarten	KG_CONTROL
86.	7	Houaphanh	708	Meoung Add	708018	Kindergarten	KG_CONTROL
87.	7	Houaphanh	708	Meoung Add	708025	Preprimary	MAT
88.	7	Houaphanh	708	Meoung Add	708035	Preprimary	CCDG

#	P Code	Province	D Code	District	V Code	KG vs PP	ECE IE Arm
89.	7	Houaphanh	708	Meoung Add	708041	Kindergarten	KG_CAC
90.	7	Houaphanh	708	Meoung Add	708044	Preprimary	MAT
91.	7	Houaphanh	708	Meoung Add	708059	Kindergarten	KG_CONTROL
92.	7	Houaphanh	708	Meoung Add	708061	Kindergarten	KG_CONTROL
93.	7	Houaphanh	708	Meoung Add	708062	Kindergarten	KG_CONTROL
94.	7	Houaphanh	708	Meoung Add	708073	Kindergarten	KG_CONTROL
95.	7	Houaphanh	708	Meoung Add	708075	Preprimary	MAT
96.	7	Houaphanh	708	Meoung Add	708076	Kindergarten	KG_CAC
97.	7	Houaphanh	708	Meoung Add	708077	Kindergarten	KG_CAC
98.	7	Houaphanh	708	Meoung Add	708082	Kindergarten	KG_CONTROL
99.	7	Houaphanh	708	Meoung Add	708091	Preprimary	MAT
100.	7	Houaphanh	709	Kouan	706073	Preprimary	CCDG
101.	7	Houaphanh	709	Kouan	706109	Kindergarten	KG_CONTROL
102.	7	Houaphanh	709	Kouan	706110	Preprimary	CCDG
103.	7	Houaphanh	709	Kouan	706122	Kindergarten	KG_CAC
104.	7	Houaphanh	709	Kouan	706159	Kindergarten	KG_CAC
105.	7	Houaphanh	709	Kouan	706171	Kindergarten	KG_CAC
106.	7	Houaphanh	709	Kouan	706180	Kindergarten	KG_CAC
107.	8	Xayaboury	811	Xaysatharn	801096	Kindergarten	KG_CAC
108.	8	Xayaboury	811	Xaysatharn	801101	Kindergarten	KG_CONTROL
109.	8	Xayaboury	811	Xaysatharn	801105	Kindergarten	KG_CAC
110.	8	Xayaboury	811	Xaysatharn	801108	Kindergarten	KG_CONTROL
111.	8	Xayaboury	811	Xaysatharn	801109	Kindergarten	KG_CAC
112.	8	Xayaboury	811	Xaysatharn	801110	Kindergarten	KG_CAC
113.	8	Xayaboury	811	Xaysatharn	801112	Kindergarten	KG_CONTROL
114.	8	Xayaboury	811	Xaysatharn	801117	Kindergarten	KG_CAC
115.	8	Xayaboury	811	Xaysatharn	803041	Kindergarten	KG_CONTROL
116.	11	Borikhamxay	1107	Xaychamphone	1105009	Preprimary	CCDG
117.	11	Borikhamxay	1107	Xaychamphone	1105012	Preprimary	CCDG
118.	11	Borikhamxay	1107	Xaychamphone	1105018	Preprimary	CCDG
119.	11	Borikhamxay	1107	Xaychamphone	1105185	Preprimary	CCDG
120.	11	Borikhamxay	1107	Xaychamphone	1105187	Preprimary	MAT
121.	11	Borikhamxay	1107	Xaychamphone	1105191	Kindergarten	KG_CONTROL
122.	11	Borikhamxay	1107	Xaychamphone	1105193	Preprimary	CCDG
123.	11	Borikhamxay	1107	Xaychamphone	1105195	Preprimary	MAT
124.	11	Borikhamxay	1107	Xaychamphone	1105197	Kindergarten	KG_CAC
125.	11	Borikhamxay	1107	Xaychamphone	1105198	Preprimary	MAT
126.	11	Borikhamxay	1107	Xaychamphone	1105199	Preprimary	MAT
127.	11	Borikhamxay	1107	Xaychamphone	1105237	Preprimary	CCDG

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#	P Code	Province	D Code	District	V Code	KG vs PP	ECE IE Arm
1.	2	Phongsaly	203	Khoua	203004	Kindergarten	KG_CONTROL
2.	2	Phongsaly	203	Khoua	203022	Kindergarten	KG_CAC
3.	2	Phongsaly	203	Khoua	203035	Preprimary	CCDG
4.	2	Phongsaly	203	Khoua	203042	Preprimary	CCDG
5.	2	Phongsaly	203	Khoua	203043	Preprimary	MAT
6.	2	Phongsaly	203	Khoua	203047	Preprimary	CCDG
7.	2	Phongsaly	203	Khoua	203054	Preprimary	MAT
8.	2	Phongsaly	203	Khoua	203056	Preprimary	MAT
9.	2	Phongsaly	203	Khoua	203058	Kindergarten	KG_CONTROL
10.	2	Phongsaly	203	Khoua	203059	Kindergarten	KG_CAC
11.	2	Phongsaly	203	Khoua	203063	Preprimary	MAT
12.	2	Phongsaly	203	Khoua	203072	Preprimary	CCDG
13.	2	Phongsaly	203	Khoua	203079	Preprimary	CCDG
14.	2	Phongsaly	203	Khoua	203080	Preprimary	CCDG
15.	4	Oudomxay	402	La	402008	Preprimary	CCDG
16.	4	Oudomxay	402	La	402048	Preprimary	MAT
17.	4	Oudomxay	402	La	402057	Preprimary	MAT
18.	4	Oudomxay	402	La	402064	Preprimary	MAT
19.	4	Oudomxay	402	La	402065	Preprimary	CCDG
20.	4	Oudomxay	402	La	402069	Preprimary	MAT
21.	4	Oudomxay	403	Namor	403005	Preprimary	CCDG
22.	4	Oudomxay	403	Namor	403007	Preprimary	MAT
23.	4	Oudomxay	403	Namor	403010	Preprimary	MAT
24.	4	Oudomxay	403	Namor	403025	Preprimary	CCDG
25.	4	Oudomxay	403	Namor	403039	Preprimary	MAT
26.	4	Oudomxay	403	Namor	403054	Preprimary	MAT
27.	4	Oudomxay	403	Namor	403060	Preprimary	CCDG
28.	4	Oudomxay	403	Namor	403063	Preprimary	MAT
29.	4	Oudomxay	403	Namor	403066	Preprimary	CCDG
30.	4	Oudomxay	403	Namor	403074	Preprimary	MAT
31.	4	Oudomxay	403	Namor	403075	Preprimary	MAT
32.	4	Oudomxay	403	Namor	403077	Preprimary	CCDG
33.	4	Oudomxay	403	Namor	403078	Preprimary	CCDG
34.	4	Oudomxay	403	Namor	403079	Preprimary	MAT
35.	4	Oudomxay	403	Namor	403105	Preprimary	MAT
36.	4	Oudomxay	405	Beng	405004	Preprimary	CCDG
37.	4	Oudomxay	405	Beng	405012	Preprimary	MAT
38.	4	Oudomxay	405	Beng	405015	Preprimary	CCDG
39.	4	Oudomxay	405	Beng	405030	Preprimary	CCDG
40.	4	Oudomxay	405	Beng	405040	Preprimary	CCDG
41.	4	Oudomxay	405	Beng	405042	Preprimary	CCDG
42.	4	Oudomxay	405	Beng	405043	Preprimary	CCDG
43.	4	Oudomxay	405	Beng	405078	Preprimary	CCDG
44.	7	Houaphanh	704	Viengxay	704019	Preprimary	CCDG

#	P Code	Province	D Code	District	V Code	KG vs PP	ECE IE Arm
45.	7	Houaphanh	704	Viengxay	704028	Preprimary	CCDG
46.	7	Houaphanh	704	Viengxay	704031	Kindergarten	KG_CONTROL
47.	7	Houaphanh	704	Viengxay	704053	Kindergarten	KG_CAC
48.	7	Houaphanh	704	Viengxay	704062	Kindergarten	KG_CAC
49.	7	Houaphanh	704	Viengxay	704079	Preprimary	MAT
50.	7	Houaphanh	704	Viengxay	704099	Preprimary	CCDG
51.	7	Houaphanh	704	Viengxay	704104	Kindergarten	KG_CONTROL
52.	7	Houaphanh	704	Viengxay	704109	Preprimary	CCDG
53.	7	Houaphanh	704	Viengxay	704116	Preprimary	MAT
54.	7	Houaphanh	704	Viengxay	704125	Preprimary	MAT
55.	7	Houaphanh	705	Houa Meoung	705006	Preprimary	CCDG
56.	7	Houaphanh	705	Houa Meoung	705012	Preprimary	MAT
57.	7	Houaphanh	705	Houa Meoung	705026	Preprimary	CCDG
58.	7	Houaphanh	705	Houa Meoung	705069	Kindergarten	KG_CAC
59.	7	Houaphanh	705	Houa Meoung	705071	Preprimary	MAT
60.	7	Houaphanh	705	Houa Meoung	705073	Kindergarten	KG_CAC
61.	7	Houaphanh	705	Houa Meoung	705076	Preprimary	CCDG
62.	7	Houaphanh	706	Xam Tai	706008	Kindergarten	KG_CAC
63.	7	Houaphanh	706	Xam Tai	706019	Kindergarten	KG_CAC
64.	7	Houaphanh	706	Xam Tai	706030	Kindergarten	KG_CONTROL
65.	7	Houaphanh	706	Xam Tai	706060	Kindergarten	KG_CAC
66.	7	Houaphanh	706	Xam Tai	706063	Kindergarten	KG_CAC
67.	7	Houaphanh	706	Xam Tai	706223	Kindergarten	KG_CONTROL
68.	7	Houaphanh	707	Sobbao	707001	Kindergarten	KG_CONTROL
69.	7	Houaphanh	707	Sobbao	707006	Kindergarten	KG_CAC
70.	7	Houaphanh	707	Sobbao	707007	Kindergarten	KG_CAC
71.	7	Houaphanh	707	Sobbao	707024	Preprimary	CCDG
72.	7	Houaphanh	707	Sobbao	707025	Kindergarten	KG_CAC
73.	7	Houaphanh	707	Sobbao	707033	Kindergarten	KG_CONTROL
74.	7	Houaphanh	707	Sobbao	707042	Kindergarten	KG_CAC
75.	7	Houaphanh	707	Sobbao	707051	Kindergarten	KG_CONTROL
76.	7	Houaphanh	707	Sobbao	707060	Kindergarten	KG_CAC
77.	7	Houaphanh	707	Sobbao	707061	Kindergarten	KG_CAC
78.	7	Houaphanh	707	Sobbao	707065	Kindergarten	KG_CONTROL
79.	7	Houaphanh	707	Sobbao	707066	Kindergarten	KG_CONTROL
80.	7	Houaphanh	707	Sobbao	707067	Preprimary	MAT
81.	7	Houaphanh	707	Sobbao	707068	Preprimary	MAT
82.	7	Houaphanh	707	Sobbao	707071	Preprimary	CCDG
83.	7	Houaphanh	707	Sobbao	707072	Preprimary	CCDG
84.	7	Houaphanh	707	Sobbao	707074	Kindergarten	KG_CONTROL
85.	7	Houaphanh	707	Sobbao	707076	Preprimary	CCDG
86.	7	Houaphanh	707	Sobbao	707901	Kindergarten	KG_CAC
87.	7	Houaphanh	708	Meoung Add	708007	Kindergarten	KG_CONTROL
88.	7	Houaphanh	708	Meoung at	708012	Kindergarten	KG_CAC
89.	7	Houaphanh	708	Meoung Add	708014	Kindergarten	KG_CONTROL
90.	7	Houaphanh	708	Meoung at	708017	Preprimary	CCDG

#	P Code	Province	D Code	District	V Code	KG vs PP	ECE IE Arm
91.	7	Houaphanh	708	Meoung at	708021	Preprimary	CCDG
92.	7	Houaphanh	708	Meoung Add	708028	Preprimary	MAT
93.	7	Houaphanh	708	Meoung at	708032	Preprimary	CCDG
94.	7	Houaphanh	708	Meoung Add	708033	Kindergarten	KG_CONTROL
95.	7	Houaphanh	708	Meoung Add	708036	Preprimary	MAT
96.	7	Houaphanh	708	Meoung Add	708040	Preprimary	MAT
97.	7	Houaphanh	708	Meoung Add	708046	Kindergarten	KG_CONTROL
98.	7	Houaphanh	708	Meoung Add	708050	Preprimary	MAT
99.	7	Houaphanh	708	Meoung Add	708056	Kindergarten	KG_CONTROL
100.	7	Houaphanh	708	Meoung Add	708057	Preprimary	MAT
101.	7	Houaphanh	708	Meoung Add	708060	Kindergarten	KG_CONTROL
102.	7	Houaphanh	708	Meoung at	708063	Kindergarten	KG_CAC
103.	7	Houaphanh	708	Meoung Add	708065	Preprimary	MAT
104.	7	Houaphanh	708	Meoung at	708069	Preprimary	CCDG
105.	7	Houaphanh	708	Meoung at	708074	Kindergarten	KG_CAC
106.	7	Houaphanh	709	Kouan	706067	Kindergarten	KG_CAC
107.	7	Houaphanh	709	Kouan	706116	Preprimary	CCDG
108.	7	Houaphanh	709	Kouan	706119	Kindergarten	KG_CONTROL
109.	7	Houaphanh	709	Kouan	706139	Kindergarten	KG_CONTROL
110.	7	Houaphanh	709	Kouan	706143	Kindergarten	KG_CAC
111.	7	Houaphanh	709	Kouan	706230	Kindergarten	KG_CONTROL
112.	8	Xayaboury	811	Xaysatharn	801094	Kindergarten	KG_CAC
113.	8	Xayaboury	811	Xaysatharn	801098	Kindergarten	KG_CAC
114.	8	Xayaboury	811	Xaysatharn	801103	Kindergarten	KG_CONTROL
115.	8	Xayaboury	811	Xaysatharn	801104	Kindergarten	KG_CAC
116.	8	Xayaboury	811	Xaysatharn	801106	Kindergarten	KG_CONTROL
117.	8	Xayaboury	811	Xaysatharn	801107	Kindergarten	KG_CAC
118.	8	Xayaboury	811	Xaysatharn	801111	Kindergarten	KG_CAC
119.	8	Xayaboury	811	Xaysatharn	801114	Kindergarten	KG_CONTROL
120.	8	Xayaboury	811	Xaysatharn	801115	Kindergarten	KG_CONTROL
121.	8	Xayaboury	811	Xaysatharn	803043	Kindergarten	KG_CONTROL
122.	8	Xayaboury	811	Xaysatharn	803044	Kindergarten	KG_CAC
123.	11	Borikhamxay	1107	Xaychamphone	1105046	Preprimary	CCDG
124.	11	Borikhamxay	1107	Xaychamphone	1105131	Preprimary	MAT
125.	11	Borikhamxay	1107	Xaychamphone	1105183	Preprimary	CCDG
126.	11	Borikhamxay	1107	Xaychamphone	1105189	Preprimary	MAT
127.	11	Borikhamxay	1107	Xaychamphone	1107901	Kindergarten	KG_CAC