

Chapter II

Literature Review

The researcher reviewed the relevant theories, concepts and research documents and summarized them as a guiding principle. The topics that had been reviewed consisted of the context of education development, causal and effect factors on the success in implementation of Schools of Quality for secondary schools in Lao PDR, the success in implementation of Schools of Quality in secondary schools and research conceptual framework.

1. Context of Education Development

- 1.1 World Declaration on Education For All
- 1.2 Convention on the Rights of the Child
- 1.3 Educational System and Administration in Laos
- 1.4 Educational Development in Laos
- 1.5 Schools of Quality Concept
- 1.6 Schools of Quality Development in Laos
- 1.7 The Relevant Theories and Researches

2. Causal and Effect Factors on the Success in Implementation Schools of Quality in Secondary Schools in Lao PDR

- 2.1 Leadership factor
- 2.2 Teacher factor
- 2.3 Student factor
- 2.4 Pedagogical Advisor factor
- 2.5 Management and administration factor
- 2.6 Teaching and learning factor
- 2.7 Participation of Community factor
- 2.8 School Environment and Equipment factor

3. The Success in Implementing Schools of Quality in secondary schools

4. Research Conceptual Framework

Context of Education Development

Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization.

The basic learning needs of all can and must be met as a matter of urgency. Education for All is fundamentally about assuring that children, youth and adults gain the knowledge and skills they need to better their lives and to play a role in building more peaceful and equitable societies. (UNICEF, 2004. Education for All)

1. World Declaration on Education For All

In 1990, the International Literacy Year, about 1,500 delegates from 155 countries and representatives of some 150 governmental, non-governmental and intergovernmental organizations met at the World Conference on Education for All in Jomtien, Thailand, and called upon all countries to universalize adequate basic education. The Conference participants adopted the World Declaration on Education for All and a Framework for Action: Meeting Basic Learning Needs. The Declaration begins by stating that every individual child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. Ten years later, with many countries far from having reached this goal, the international community met again in Dakar, Senegal, and affirmed their commitment to achieving Education for All by the year 2015. They identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015.

The World Declaration on Education for All is a historic demonstration of the will and commitment of countries to establish in the area of child, adult and family education a new basis for overcoming inequality and generating new opportunities for eradicating poverty. Emphasis is placed not only on access to basic education, but also on the quality of education and actual learning outcomes. In the World Declaration on Education for All adopted at the World Conference on Education for All in Jomtien, Thailand, 1990 and in the Millennium Declaration and the Dakar Framework for Action in 2000. The six goals adopted at the World Education Forum in Dakar, Senegal, in April 2000, implicitly or explicitly integrate a quality dimension. The six goals consist

of: 1) Early childhood care and education; 2) Universal primary education; 3) Youth and adult learning needs; 4) Improving levels of adult literacy; 5) Assessing gender parity and equality in education; and 6) The quality of education.

Goal 1: Early childhood care and education: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

All young children must be nurtured in safe and caring environments that allow them to become healthy, alert and secure and be able to learn. The past decade has provided more evidence that good quality early childhood care and education, both in families and in more structured programs, have a positive impact on the survival, growth, development and learning potential of children. Such programs should be comprehensive, focusing on all of the child's needs and encompassing health, nutrition and hygiene as well as cognitive and psycho-social development. They should be provided in the child's mother tongue and help to identify and enrich the care and education of children with special needs. Partnerships between governments, NGOs, communities and families can help ensure the provision of good care and education for children, especially for those most disadvantaged, through activities centered on the child, focused on the family, based within the community and supported by national, multi-sectoral policies and adequate resources.

Governments, through relevant ministries, have the primary responsibility of formulating early childhood care and education policies within the context of national Education For All plans, mobilizing political and popular support, and promoting flexible, adaptable programs for young children that are appropriate to their age and not mere downward extensions of formal school systems. The education of parents and other caregivers in better child care, building on traditional practices, and the systematic use of early childhood indicators, are important elements in achieving this goal.

Goal 2: Universal primary education: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality.

All children must have the opportunity to fulfill their right to quality education in schools or alternative programs at whatever level of education is considered 'basic'. All states must fulfill their obligation to offer free and compulsory primary education in accordance with the United

Nations Convention on the Rights of the Child and other international commitments. The international agreement on the 2015 target date for achieving Universal Primary Education in all countries will require commitment and political will from all levels of government. For the millions of children living in poverty, who suffer multiple disadvantages, there must be an unequivocal commitment that education be free of tuition and other fees, and that everything possible be done to reduce or eliminate costs such as those for learning materials, uniforms, school meals and transport. Wider social policies, interventions and incentives should be used to mitigate indirect opportunity costs of attending school. No one should be denied the opportunity to complete a good quality primary education because it is unaffordable. Child labor must not stand in the way of education. The inclusion of children with special needs, from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities and from urban slums, and others excluded from education, must be an integral part of strategies to achieve Universal Primary Education by 2015. While commitment to attaining universal enrolment is essential, improving and sustaining the quality of basic education is equally important in ensuring effective learning outcomes. In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly, providing relevant content in an accessible and appealing format. Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners.

The EFA 2000 Assessment suggests a wide range of ways in which schools can respond to the needs of their pupils, including affirmative action programs for girls that seek to remove the obstacles to their enrolment, bilingual education for the children of ethnic minorities, and a range of imaginative and diverse approaches to address and actively engage children who are not enrolled in school.

Goal 3: Youth and adult learning needs: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

All young people and adults must be given the opportunity to gain the knowledge and develop the values, attitudes and skills that will enable them to develop their capacities to work, to participate fully in their society, to take control of their own lives and to continue learning. No country can be expected to develop into a modern and open economy without a certain proportion of its work force having completed secondary education. In most countries this requires an

expansion of the secondary system. Young people, especially adolescent girls, face risks and threats that limit learning opportunities and challenge education systems. These include exploitative labor, the lack of employment, conflict and violence, drug abuse, school-age pregnancy and HIV/AIDS. Youth-friendly programs must be made available to provide the information, skills, counseling and services needed to protect them from these risks.

All young people should be given the opportunity for ongoing education. For those who drop out of school or complete school without acquiring the literacy, numeracy and life skills they need, there must be a range of options for continuing their learning. Such opportunities should be both meaningful and relevant to their environment and needs, help them become active agents in shaping their future and develop useful work-related skills.

Goal 4: Improving levels of adult literacy: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

All adults have a right to basic education, beginning with literacy, which allows them to engage actively in, and to transform, the world in which they live. There are still some 880 million people who cannot read or write in the world; two-thirds are women. The fragile levels of literacy acquired by many new literates compound the problem. Yet the education of adults remains isolated, often at the periphery of national education systems and budgets. Adult and continuing education must be greatly expanded and diversified, and integrated into the mainstream of national education and poverty reduction strategies. The vital role literacy plays in lifelong learning, sustainable livelihoods, good health, active citizenship and the improved quality of life for individuals, communities and societies must be more widely recognized. Literacy and continuing education are essential for women's empowerment and gender equality. Closer linkages among formal, non-formal and informal approaches to learning must be fostered to respond to the diverse needs and circumstances of adults. Sufficient resources, well-targeted literacy programs, better trained teachers and the innovative use of technologies are essential in promoting these activities. The scaling up of practical, participatory learning methodologies developed by non-government organizations, which link literacy with empowerment and local development, is especially important.

The success of adult education efforts in the next decade will be essentially demonstrated by substantial reduction in disparities between male/female and urban/rural literacy rates.

Goal 5: Assessing gender parity and equality in education: Eliminating gender disparities in primary and secondary education and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to (and achievement in) basic education of good quality.

Gender-based discrimination remains one of the most intractable constraints to realizing the right to education. Without overcoming this obstacle, Education for All cannot be achieved. Girls are a majority among out-of-school children and youth, although in an increasing number of countries boys are at a disadvantage. Even though the education of girls and women has a powerful trans-generational effect and is a key determinant of social development and women's empowerment, limited progress has been made in increasing girls' participation in basic education. International agreement has already been reached to eliminate gender disparities in primary and secondary education. This requires that gender issues be mainstreamed throughout the education system, supported by adequate resources and strong political commitment. Merely ensuring access to education for girls is not enough; unsafe school environments and biases in teacher behavior and training, teaching and learning processes, and curricula and text books often lead to lower completion and achievement rates for girls. By creating safe and gender-sensitive learning environments, it should be possible to remove a major hurdle to girls' participation in education.

Increasing levels of women's literacy is another crucial factor in promoting girls' education. Comprehensive efforts therefore need to be made at all levels and in all areas to eliminate gender discrimination and to promote mutual respect between girls and boys, women and men. In order to make this possible, changes in attitudes, values and behavior are required.

Goal 6: The quality of education: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Quality is at the heart of education, and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults. A quality education is one that satisfies basic learning needs, and enriches the lives of

learners and their overall experience of living. Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes. Scarce resources have frequently been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and materials development. Recent assessments of learning achievement in some countries have shown that a sizeable percentage of children is acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly defined, well-taught or accurately assessed. Governments and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin.

Successful education programs require: (1) healthy, well-nourished and motivated students; (2) well-trained teachers and active learning techniques; (3) adequate facilities and learning materials; (4) a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners; (5) an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe; (6) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values; (7) participatory governance and management; and (8) respect for and engagement with local communities and cultures.

Education for All is a basic human right at the heart of development. It must be a national and international priority, and it requires a strong and sustained political commitment, enhanced financial allocations and the participation of all EFA partners in the processes of policy design, strategic planning and the implementation of programs. Achieving the six goals outlined above necessitates a broad-based approach which extends well beyond the confines of formal education systems.

2. Convention on the Rights of the Child

In 1991, the Government of Lao PDR ratified the Convention on the Rights of the Child and uses it as a guiding principle for development, particularly on education quality, for children in the Lao PDR.

The Convention takes the educational development of the individual as a central aim. It indicates that education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities. The learner is at the center of the educational experience, in a context also characterized by respect for others and for the environment. The aims of education, from the Convention on the Rights of the Child, Article 29 (1) States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment.

3. Educational System in Lao PDR

3.1 Educational System

In Lao PDR, the formal education system consists of general education, vocational and technical education, and higher education. General education comprises pre-school (childcare for children up to two years of age, and kindergarten for children ages three to five), primary education (five years of schooling for children aged six to ten), lower secondary and upper secondary education; lower secondary (four years of schooling for children aged 11 through 14); and upper secondary (three years of schooling for children aged 15 through 17).

Basic education is defined as primary and lower secondary school, comprising nine years of education. Due to the lack of infrastructure and teacher supply for pre-school education, many primary schools include a pre-primary, or preparatory class to prepare young entrants for grade one. Primary education is compulsory and free by statute.

Vocational education programs are available for students completing grade nine or twelve and normally consists of up to three years of study. This includes teacher training for pre-school through lower secondary school teachers, for which there are several paths. To become a pre-school teacher, completion of upper secondary school plus one year of pedagogical training is required. Only one teacher training institution, located in the capital, provides this training. To

become a primary school teacher, there are two main options: a three-year training program upon completion of lower secondary school, or a one year teacher training program upon completion of upper secondary school. Training is available at seven teachers' training institutes that are located across the country. Private education is taking an increasingly important role in the education system, particularly at secondary and tertiary levels and in urban areas. There is as yet no private teacher training degree program available.

Higher education is available for students completing upper secondary school; courses of study range from four to seven years depending on the subject area. For upper secondary teachers, the course of study is four years. All teacher training institutes are under the authority of the Ministry of Education.

A non-formal education system exists to provide literacy and continuing education for out-of-school children and adults as well as vocational training for adolescents and adults.

3.2 Education management and administration

The education management administrative structure consists of three levels: the central Ministry of Education and Sports, a Provincial Education and Sports Service (PESS) for each of the 17 provinces, and a District Education and Sports Bureau (DESB) for each of the 144 districts. District Education and Sports Bureaus have direct responsibility for primary schools and lower secondary schools, whereas Provincial Education and Sports Services are responsible for upper secondary schools. Pedagogical Advisors based in the DESBs and PESSs hold primary responsibility for technical support and supervision of teachers at primary and secondary schools, respectively.

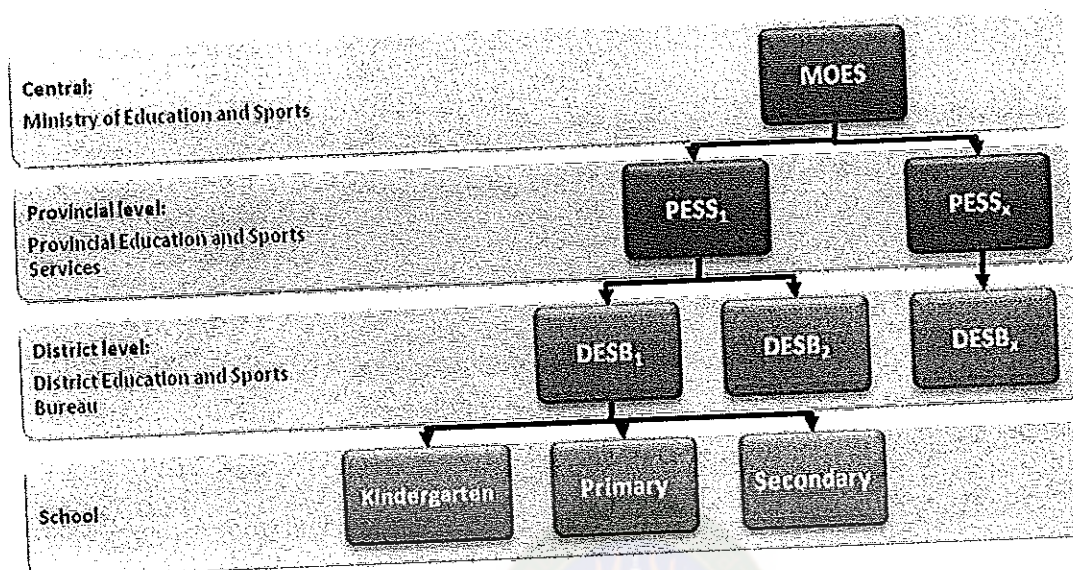


Figure 7: Education Administrative Structure in Lao PDR

The Ministry of Education and Sports has been undergoing a process of reorganization aimed at improved efficiency in managing educational services. The following list focuses on those departments with direct relevance to the implementation of the Schools of Quality approach.

The Department of Pre-primary and Primary Education and the Department of Secondary Education were created in 2008 to replace the former Department of General Education. These two departments have direct responsibility for ensuring access to basic and general education.

The Centre for Inclusive Education and the Educational Standards Quality Assurance Centre were created to provide a focus for policy development related to ensuring the system responds to the needs of all learners, regardless of gender, ethnicity or learning ability and establishing a unified set of quality standards related to student learning outcomes, and mechanisms for assuring these standards are met by all schools. The Research Institute for Educational Studies is responsible for the development of the general education curriculum along with textbooks and teacher guides and shares responsibility with Education Sciences Quality Assurance Centre for the monitoring of student learning outcomes through implementation of the national Assessment of Student Learning Outcomes. The Education, Statistics and Information Technology Centre conducts an annual school census and manages the Education Management Information System (EMIS).

The Department of Inspection is responsible for coordinating the monitoring and evaluation network to measure progress on implementation of the Education Sector Development Framework (ESDF) and overall sector performance.

The Teacher Training Department is tasked with ensuring an adequate supply of qualified teachers and is responsible for the entire range of professional development programming – including both pre-service and in-service training – for teachers at all levels in the system. The Department of Personnel takes responsibility for the supply and professional development of school directors and other education managers.

As shown in Figure 8 below is the organizational structure of Ministry of Education and Sports of the Lao PDR.



มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY

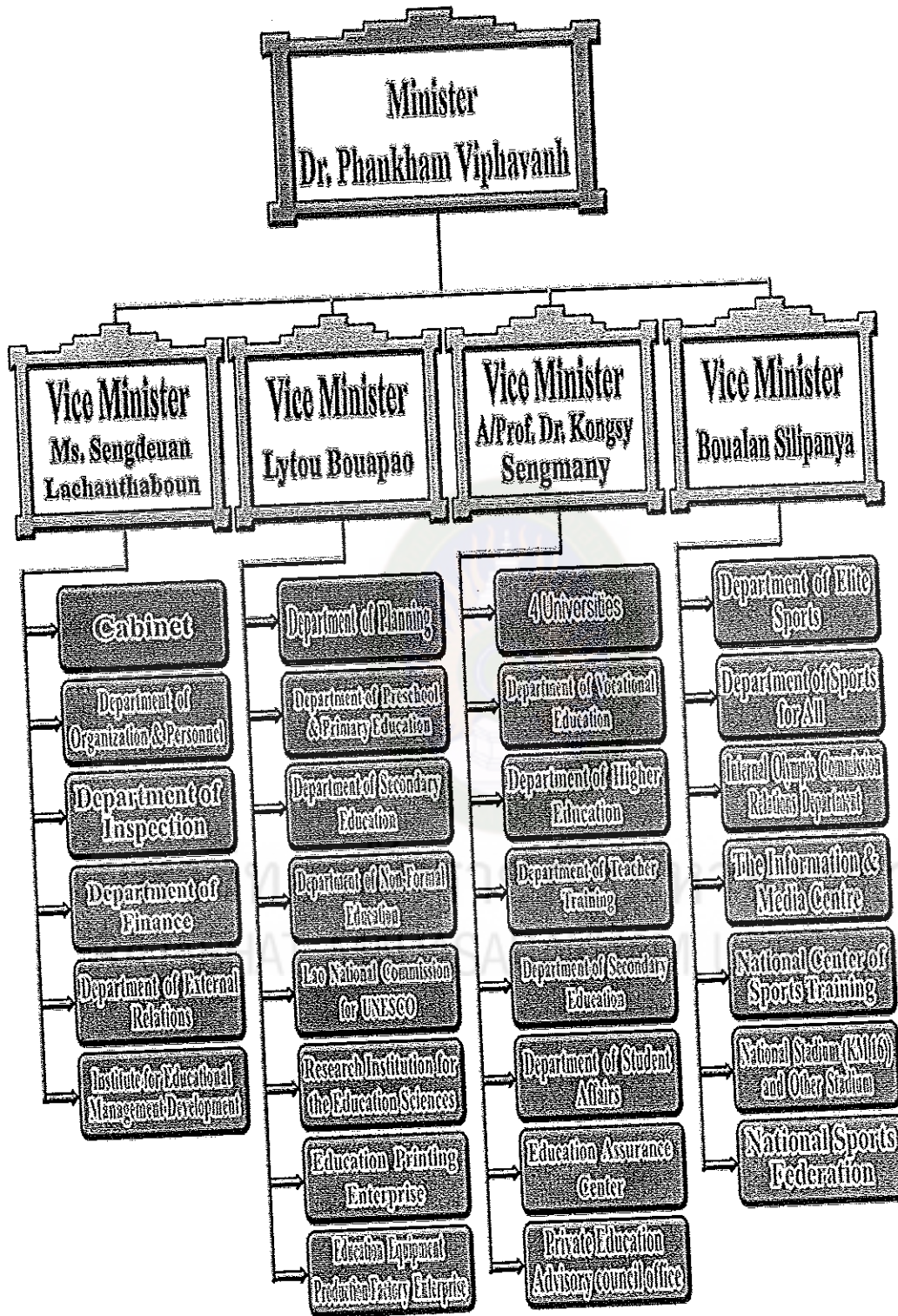


Figure 8 : Ministry of Education and Sports Organizational Structure in Lao PDR 2013

4. Educational Development in Lao PDR

Over the last 30 years since the national revolution, the education system has gradually improved in terms of quantity and quality. The current education system developed through an eclectic approach, which drew upon the best aspects from the education system of the colonial era, of the semi-royalist era, and the revolutionary era.

The system has also introduced ideas pertaining to "new education", drawing on lessons learned from experiences in other countries. However, the education system still has not achieved an appropriate balance between quantity and quality. In its development it has not directly followed a national education strategy and it does not complement the current goals for socio-economic development. In addition, the status of teachers and incentive systems for them are still not sufficiently advanced to allow teachers to devote themselves to effective teaching. It is therefore time to solve these problems by reforming the national education system. Through the National Education System Reform Strategy 2006-2015, an overall goal for education has been set, directions and strategies have been established, and a plan for the implementation of the Strategy has been prepared. In this way the Strategy aims to gradually improve the national education system leading to better growth and quality and moving the education system towards international standards.

Overall the Strategy aims to contribute to the socioeconomic development of the country over every five year period from 2010 until 2020. In order to achieve this goal, the human resource development will be the main focus area. As such, reform of the national education system is urgently required for the improvement of educational quality and standards. The aims of a reformed national system of education will be to educate the Lao people to be good citizens who are knowledgeable, creative and enthusiastic, and to contribute to the development of both the country and themselves.

The Government of Lao PDR has expressed the importance of education in achieving its key national development goal of enabling Lao PDR to graduate from the ranks of the least developed countries by 2020 and move to industrialization and modernity.

Both the 6th and 7th National Socio-Economic Development Plan emphasize the important role that education plays in providing human resource development to underpin this goal. To achieve that goal, skilled manpower is needed to support a move to industrialization and modernity. Thus, to respond to these requirements, the Ministry of Education articulates its plans for the development of the education sector in the National Education System Reform Strategy to

achieve Education For All goals by 2015. The National Education System Reform Strategy, 2006-2015 key focus areas are: 1) increase the length of general education to 12 years (five years of primary, four years of lower secondary, and three years of upper secondary); 2) access expansion and a quality and relevance to education improvement; 3) implementation of the Teacher Education Strategy and Action Plan; and 4) the expansion of technical schools and vocational training.

To ensure that the national education reform reflects present situation in education development, the Education Law issued in 2000 was revised in 2007. The Education Law formulates principles, regulations, procedures, and measures related to education for human development; for developing good citizens who have good behaviors, knowledge, capacity, profession and skills.

This is to contribute to the defense and the construction of the nation, to make Lao people overcome the poverty, and ensure the socio-economic developed and wealthy. The Education is a process of teaching-learning on natural and social sciences and the study on the theory, the practices for full development of human who shall possess good behaviors, knowledge, skills, profession, good health, civilized spirit, sense of art, be disciplined, love one's nation, love the people's democratic regime, in order to meet the demand of the nation's defense and construction tasks. (MOE, Education Law, 2007)

With the Education Law a new structure of school education is introduced. General education will follow a formula for the five years of primary, four years of lower secondary and three years of upper secondary levels. This reinforces a key Education for All principle of nine-years of high-quality basic education. The new school organizational structure will be strengthened through the introduction and on-going development of new curricula within a new curriculum framework approximating a K-12 model or kindergarten to grade 12. By introducing the new school organizational structure the Government is securing its commitment to see Lao PDR meet international norms and standards in education. The introduction of the new structure involves significant and challenging changes in educational sector.

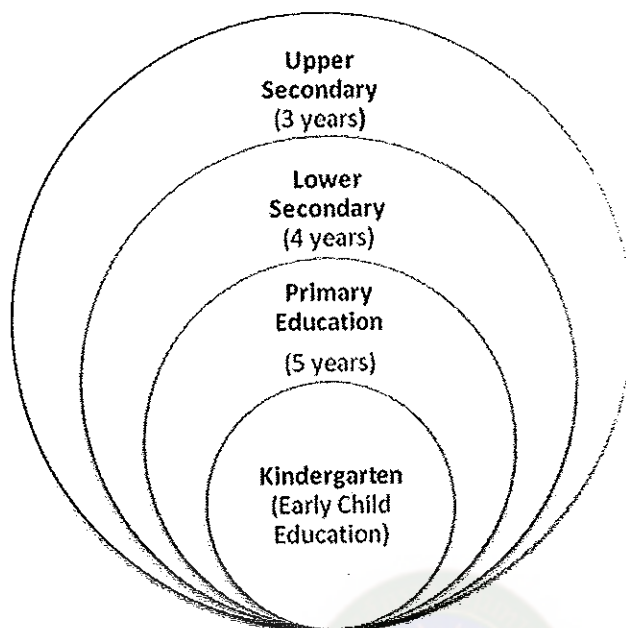


Figure 9 : The New School Organizational Structure of the Lao PDR

The Schools of Quality concept is based on and initially known as a Child Friendly School (CFS) concept. The Child-Friendly School concept, was first implemented in Thailand in 1997, was conceived as a means of translating the Convention on the Rights of the Child into school management and classroom practice. The CFS framework consists of broad dimensions: inclusiveness; effectiveness (relevance and quality); health, safety and protection; gender-friendliness; and involvement of students, families and communities. Ensuring the right of all children to a basic education of high quality is at the heart of CFS initiatives. Ensuring that quality education is accessible to all is also fundamental to achieving all other Millennium Development Goals. The Child Friendly School has the following history:

The CFS was piloted in Thailand in 1997 and has developed itself gradually

1. In 2000 a workshop was organized in Chiang Mai (Thailand). The workshop discussed on: main elements of Child Friendly School, student portfolio and reporting, learning environment. It is considered that Child Friendly School is an integrated school development.
2. Currently, CFS program has expanded to more than 40 countries worldwide including Lao PDR which known as Schools of Quality.
3. CFS was presented in the world education seminar, Senegal in 2000. In the seminar, quality of education was defined and it is not just only meant teaching and learning in the classroom, but it covers quality of other aspects.

UNICEF has developed a framework for rights-based, child-friendly educational systems and schools that are characterized as inclusive, healthy and protective for all children, effective with children, and involved with families, communities and children (Shaeffer, S. Child Friendly Schools, UNESCO, Bangkok 1999). The underlying principle for Child Friendly School is that all social systems which affect children, particularly schools should be based on the principles of the Convention on the Rights of the Child, to which Lao acceded in 1991. Such rights-based schools not only must help children realize their right to a basic education of good quality but help children learn what they need to learn to face the challenges of the new century; enhance their health and well-being; guarantee them safe and protective spaces for learning, free from violence and abuse; raise teacher morale and motivation; and mobilize community support for education. Such quality education requires skilled and motivated teachers, relevant teaching and learning materials and student-centered teaching within a well-managed and appropriate school compound.

The Schools of Quality is a rights-based approach provides two basic principles for a School of Quality:

1. It is a child-seeking school; actively identifying excluded children to get them enrolled in school and included in learning, treating children as subjects with rights and the Ministry of Education as duty-bearers with obligations to fulfill these rights, and demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community; and
2. It is a child-centered school; acting in the best interests of the child, leading to the realization of the child's full potential, and is concerned both about the "whole" child (including his/her health, nutritional status, and well-being) and about what happens to children in their families and communities, before they enter school and after they leave it.

2.1 Schools of Quality - Standards Framework

Above all, a rights-based, School of Quality reflects an environment of good quality characterized by six essential dimensions. To become a Schools of Quality the required standard on every dimension must be achieved. The six dimensions are:

1. It is inclusive of children

The required outcomes for the school to achieve the standard on this dimension are:

1.1 Do not exclude, discriminate, or stereotype on the basis of gender, ethnicity, physical and economic status, etc.

1.2 Have an active child-seeking orientation;

1.3 Provide education that is free and compulsory, affordable and accessible, especially to families and children at risk;

1.4 Respect diversity and ensures equality of learning for all children (e.g., girls, working children, children of ethnic groups and affected by HIV/AIDS, children with disabilities, victims of exploitation and violence); and

1.5 Respond to diversity by meeting the differing circumstances and needs of children (e.g., based on gender, social class, ethnicity, and ability level).

To achieve the standard, the school will have a master list of children with special needs (disabled, poor and language difficulties) and takes specific action to help these children to complete primary school. Staff and parents will also actively seek out, enroll, and retain all school age children until they complete school. Teachers and students show mutual respect and care for all members of the school community regardless of ethnicity, sex, language, religion, social status.

2. It is effective for learning

The required outcomes for the school to achieve the standard on this dimension are:

2.1 Promote good quality teaching and learning processes with individualized instruction appropriate to each child's developmental level, abilities, and learning style and with , cooperative, and democratic learning methods;

2.2 Provide structured and relevant content for their daily life and good quality teaching materials and learning resources;

2.3 Enhance teacher capacity, morale, commitment, status, and income, and their own recognition of child rights; and

2.4 Promote quality learning outcomes by defining and helping children learn what they need to learn and teaching them how to learn.

To achieve the standard, learning opportunities will be promoted to improve developmental readiness and to ease transition from home to primary school and teachers relate curriculum content to the community context to build upon the knowledge and experience of

learners for application in their real lives. Teachers use a life-skills approach with a variety of teaching methods to strengthen participative and active learning in their lessons.

3. It is healthy, safe and protective of children

The required outcomes for the school to achieve the standard on this dimension are:

3.1 Ensure a healthy, hygienic, and safe learning environment, with adequate water and sanitation facilities and healthy classrooms, healthy policies and practices (e.g., a school free of drugs, corporal punishment, and harassment), and the provision of health services such as nutritional supplementation and counseling;

3.2 Provide life skills-based health education;

3.3 Promote both the physical and the psycho-socio-emotional health of teachers and learners;

3.4 Help to defend and protect all children from abuse and harm; and

3.5 Provide positive experiences for children.

To achieve the standard, the school principal involves all stakeholders in creating and consistently enforcing regulations and practice to promote a healthy, safe, supportive and protective school environment for students and teachers. A life skills approach for health education with emphasis on locally relevant health issues is adopted and safe drinking water, clean washing water and adequate number and clean toilet facilities for boys and girls are provided.

4. It is gender-sensitive

The required outcomes for the school to achieve the standard on this dimension are:

4.1 Promote gender equality in enrolment and achievement;

4.2 Eliminate gender stereotypes;

4.3 Guarantee girl-friendly facilities, curricula, textbooks, and teaching-learning processes and socializes girls and boys in a non-violent environment; and

4.4 Encourage respect for each other's rights, dignity, and equality.

To achieve the standard, teachers use gender-equitable teaching and learning practices and provide equal opportunities for boys and girls to participate in school activities.

5. It is involved with children, families, and communities:

The required outcomes for the school to achieve the standard on this dimension are:

5.1 Child-centered in promoting child participation in all aspects of school life;

5.2 Family-focused, working to strengthen families as the child's primary

caregivers with educators helping children, parents and teachers establish harmonious relationships;

5.3 Community-based, encouraging local partnership in education through an established and functional Village Education Development Committee, acting in the community for the sake of children, and working with other actors to ensure the fulfillment of children's rights; and

5.4 Actively identifying excluded children to get them enrolled in school and included in learning.

To achieve the standard, opportunities for students to express their views about school are and participation in school development activities are encouraged. Communication with parents of all students about their learning achievements and school activities is an on-going activity to encourage community members to support children's learning and school development.

6. It has effective school management and leadership

The required outcomes for the school to achieve the standard on this dimension are:

6.1 A Management Team, including a functional Village Education Development Committee that uses effective leadership and management skills;

6.2 A principal who can lead by example in encouraging all teachers to implement the holistic approach, recognizes the importance of education to socio-economic development and takes a leading role in the promotion of education within the broader community;

6.3 Staff who have sound knowledge of the Party's and Government's policies and can put this into practice in planning for school development;

6.4 A Student Management Information System, including student portfolios that are used by teachers to improve the students' learning both at school and at home; and

6.5 Its own School Improvement Plan, based on student achievement data collected during school self-assessment procedures and based on future physical and human resource needs. School management, under the guidance of the parents' association ensures full implementation and monitoring of the School Development Plan.

The Implementation Guidelines then outline a series of key inputs and processes that support the implementation of the Schools of Quality strategy:

1. Orientation for Provincial and District Administrators is a critical step in mobilizing support for the Schools of Quality approach. Not only education officials, but Provincial and District Governors are introduced to Schools of Quality concepts and required

actions for implementation. This is especially important to ensure both education and local governance bodies understand the approach and provide adequate financing of activities in support of Schools of Quality.

2. Building Provincial and District teams to serve as advocates and trainers is the next step in the process of introducing the Schools of Quality approach. Relevant line departments from the central Ministry of Education participate in training Provincial Education Service and District Education Bureau teams.

3. Schools of Quality orientation workshop for schools and the Village Education Development Committee (VEDC), during which school staff and community members sit together to discuss the Schools of Quality concepts, the roles of the school, community and family to ensure children's rights are realized. This is considered essential for the stakeholders to have common understanding and provide full support for the school development process.

4. Teacher in-service training, focusing on practical teaching and learning techniques that teachers can put into immediate practice in the classroom. The training presents the Schools of Quality dimensions in a holistic manner, in recognition of the inherent inter-connectedness of the individual dimensions, rather than being presented as separate topics.

5. Training of Directors in management and leadership is provided to ensure these key stakeholders have a clear understanding of Schools of Quality concepts and have the skills required to manage the various activities involved in implementing the Schools of Quality approach, both within the school and the wider community. DESB officials are included in these training sessions to ensure common understandings are developed and to build their capacity to provide on-going support to School Directors.

6. Training of VEDCs involves defining their role in the process of managing school improvement and conducting child-seeking activities to ensure all children in the community complete their secondary education. Training also focuses on the broader role of the VEDC in developing a comprehensive education plan for their community.

7. Implementation of the school self-assessment (SSA) based on the Schools of Quality standards and associated indicators. Jointly conducted by school staff, community members and students, the SSA forms the basis of the School Improvement Plan (SIP), which identifies the actions to be taken to improve performance against the Schools of Quality indicators.

8. Implementation of child-seeking activities, in which schools map out their catchment area with the objective of identifying out-of-school children for purposes of developing strategies to ensure all are enrolled in and complete primary education.

9. Improvement of the school campus. Though the focus is on no- or low-cost enhancements that can be implemented by schools and communities, it often involves external support for renovation or construction of classrooms, latrines and installation of clean water supply.

10. Provision of teaching and learning materials. These comprise basic instructional materials, a series of story books and supplies for each classroom that are critical to the creation of a rich classroom learning environment.

11. Implementation of monitoring and support mechanisms occurs at all levels in the system, with central Ministry of Education officials conducting annual monitoring visits, Provincial Education and Sports Service (PESS) officials monitoring DESBs on a semester basis and District Education and Sports Bureau (DESB) monitoring schools on a monthly basis. Internal monitoring at the school level is an important component of the overall system, jointly conducted by School Directors and VEDCs. A regular reporting system has established in which schools report to the DEB, which in turn provides monthly reports to the PES. The PES provides reports to the central Ministry of Education on a semester basis.

7. Schools of Quality Development in Lao PDR

The Schools of Quality in the Lao PDR has been developed from the concept of “Child Friendly School” which is a holistic approach to provide quality education. Lao PDR has been applied the Schools of Quality concept to the school development for primary education since late 2004 and became national policy as bellow history:

7.1 In late 2004 the Ministry of Education and Sports in partnership with UNICEF Laos invited an education expert from Ministry of Education of Thailand to provide Child Friendly School concept to key Ministry of Education officers and provincial education bureau in Laos.

7.2 Schools of Quality was then piloted in the Lao PDR in primary school level in three provinces namely Saravan, Vientiane and Xiengkhuang in the second semester of 2004–2005 by Ministry of Education in partnership with UNICEF. Based on the lesson learnt and global experiences, the Lao PDR conducted a seminar to discuss and make consensus agreement on

principle and indicators of Child Friendly School and subsequently changed from Child Friendly School to "School of Quality"

7.3 In late 2008 Ministry of Education has adopted "School of Quality" as national policy to achieve Education For All goal. Based on a great success of pilot, Ministry of Education and UNICEF expanded its target areas in more 1,870 primary schools in 11 provinces as of 2011.

For a new country program cycle 2012-2015, Ministry of Education in collaboration with UNICEF Laos is interested in applying Schools of Quality into secondary education. This will be responded to improvement of quality basic education as defined in the National Education System Reform Strategy to achieve Education For All and Millennium Development goals by 2015.

8. The Relevant Theories and Researches

8.1 Theory of Constructivism

As Jean Piaget, the formalizer of the theory of constructivism articulated that mechanisms of knowledge are internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure.

8.2 Theory of Information Processing

The information processing theory approach to the study of cognitive development evolved out of the American experimental tradition in psychology. Developmental psychologists

who adopt the information-processing perspective account for mental development in terms of maturational changes in basic components of a child's mind. The theory is based on the idea that humans process the information they receive, rather than merely responding to stimuli. This perspective equates the mind to a computer, which is responsible for analyzing information from the environment. According to the standard information-processing model for mental development, the mind's machinery includes attention mechanisms for bringing information in, working memory for actively manipulating information, and long term memory for passively holding information so that it can be used in the future. This theory addresses how as children grow, their brains likewise mature, leading to advances in their ability to process and respond to the information they received through their senses. The theory emphasizes a continuous pattern of development, in contrast with Cognitive Developmental theorists such as Jean Piaget that thought development occurred in stages.

The Four Pillars of the Information Processing Model

There are four fundamental assumptions – or four pillars – of the information processing approach. These pillars underlay and support this approach, as well as many other cognitive models.

1. **Thinking:** The process of thinking includes the activities of perception of external stimuli, encoding the same and storing the data so perceived and encoded in one's mental recesses.
2. **Analysis of Stimuli:** This is the process by which the encoded stimuli are altered to suit the brain's cognition and interpretation process to enable decision making. There are four distinct sub-processes that form a favorable alliance to make the brain arrive at a conclusion regarding the encoded stimuli it has received and kept stored. These four sub-processes are encoding, strategization, generalization and automatization.
3. **Situational Modification:** This is the process by which an individual uses his experience, which is nothing other than a collection of stored memories, to handle a similar situation in future. In case of certain differences in both situations, the individual modifies the decisions they took during their previous experience to come up with solutions for the somewhat different problem.
4. **Obstacle Evaluation:** This step maintains that besides the subject's individual development level, the nature of the obstacle or problem should also be taken into consideration while evaluating the subject's intellectual, problem solving and cognitive acumen. Sometimes, unnecessary and misleading information can confuse the subject and he / she may show signs of

confusion while dealing with a situation which is similar to one, he /she was exposed to before, which he/she was able to handle successfully.

Structure of the information-processing system

The standard information-processing model has three major components: sensory register, short-term memory (working memory), and long-term memory.

1. Sensory Register

Each sensory system has its own sensory store which receives and holds, although very briefly, all the external and internal stimuli. The sensory stores hold on to the sensory information long enough so that unconscious processes may operate on these traces to determine whether the input should be brought into the working memory, or discarded.

2. Short-Term/Working Memory

Working memory is believed to be the center of conscious thought, analogous to the “central processing unit” of a computer, where information from long-term memory and the environment is combined to help solve problems. However, the working memory has a small capacity so that it is not able to attend to much information at a time, thereby limiting the abilities of humans to solve problems. The information processing perspective proposes that as children grow until about 15 years old, their working memory capacity for verbal/visual information also steadily increases, as demonstrated by improved performance on fluid intelligence tests. Many proponents of the information processing system correlate this increased working-memory capacity with increased speed of processing, the speed at which a person can fluently carry out relatively elementary information-processing tasks. It is believed that the physical maturation of the brain that occurs throughout childhood may cause faster processing speeds. This faster processing speed permits faster mental movement from one item of information to another, which improves one’s ability to keep track of a number of different items in working memory at once.

3. Long-Term Memory

Long-term memory is the stored representation of all that a person knows. The items stored in long-term memory lie dormant until they are called back into the working memory and thus put to use. Long-term memory consists of explicit and implicit long-term memory systems. Children exhibit implicit long-term memory – memories that affect behavior, but with which we are unable to report, such as procedural memories – beginning in early infancy on. There also exist two

categories of explicit memory: semantic and episodic memory. Children exhibit the ability to form semantic memories as quickly as when they learn words, which possibly aids the development of vocabulary. In contrast, episodic memories develop relatively slowly, appearing at about 3 years of age when children are able to answer questions reliably about past experiences. Many psychologists believe that the ability to form episodic memories increases gradually throughout childhood due to continued maturation of the brain, particularly in the prefrontal lobes. Proponents of the information processing theory make sense of the development of memory systems, from implicit → semantic → episodic, in terms of childhood developmental needs.

4. Theory of Multiple Intelligences

Gardner articulated several criteria for a behavior to be intelligence. These were that the intelligences: Gardner believes that eight abilities meet these criteria: 1) Spatial, 2) Linguistic, 3) Logical-mathematical, 4) Bodily-kinesthetic, 5) Musical, 6) Interpersonal, 7) Intrapersonal and 8) Naturalistic.

4.1 Spatial Intelligence: This area deals with spatial judgment and the ability to visualize with the mind's eye. Careers which suit those with this type of intelligence include artists, designers and architects. A spatial person is also good with puzzles. Spatial ability is one of the three factors beneath *g* in the hierarchical model of intelligence.

4.2 Linguistic Intelligence: This area has to do with words, spoken or written. People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and by discussing and debating about what they have learned. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure. Verbal ability is one of the most *g*-loaded abilities.

4.3 Logical-mathematical Intelligence: This area has to do with logic, abstractions, reasoning and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more on reasoning capabilities, recognizing abstract patterns, scientific thinking and investigation

and the ability to perform complex calculations. Logical reasoning is closely linked to fluid intelligence and to general ability.

4.3.1 Bodily-kinesthetic Intelligence: The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully. Gardner elaborates to say that this intelligence also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses so they become like reflexes. In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than by reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory – they remember things through their body such as verbal memory. Careers that suit those with this intelligence include: athletes, pilots, dancers, musicians, actors, surgeons, builders, police officers, and soldiers. Although these careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence.

4.3.2 Musical Intelligence: This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre. Careers that suit those with this intelligence include instrumentalists, singers, conductors, disc jockeys, orators, writers and composers. Research measuring the effects of music on second language acquisition is supportive of this music-language connection. In an investigation conducted on a group of elementary-aged English language learners, music facilitated their language learning. Gardner's theory may help to explain why music and its sub-components (i.e., stress, pitch, and rhythm) may be viable vehicles for second language learning.

4.3.3 Interpersonal Intelligence: This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts,

characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate. Careers that suit those with this intelligence include sales, politicians, managers, teachers and social workers.

4.3.4 Intrapersonal Intelligence: This area has to do with introspective and self-reflective capacities. This refers to having a deep understanding of the self; what your strengths/weaknesses are, what makes you unique, being able to predict your own reactions/emotions. Philosophical and critical thinking is common with this intelligence. Many people with this intelligence are authors, psychologists, counselors, philosophers, and members of the clergy.

4.3.5 Naturalistic Intelligence: This area has to do with nurturing and relating information to one's natural surroundings. Examples include classifying natural forms such as animal and plant species and rocks and mountain types; and the applied knowledge of nature in farming, mining, etc. Careers which suit those with this intelligence include naturalists, farmers and gardeners.

Gardner (1999) defines an intelligence as "bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". According to Gardner, there are more ways to do this than just through logical and linguistic intelligence. Gardner believes that the purpose of schooling "should be to develop intelligences and to help people reach vocational goals that are appropriate to their particular spectrum of intelligences. People who are helped to do so, he feels more engaged and competent and therefore more inclined to serve society in a constructive way."

Many teachers see the theory as simple common sense. Some say that it validates what they already know: students learn in different ways. The challenge that this brings for educators is to know which students learn in which ways. Gardner states that, "while Multiple Intelligences theory is consistent with much empirical evidence, it has not been subjected to strong experimental tests. . . Within the area of education, the applications of the theory are currently being examined in many projects. Our hunches will have to be revised many times in light of actual classroom experience" (Gardner, 1993, p. 33).

The application of the theory of multiple intelligences varies widely. It runs the gamut from a teacher who, when confronted with a student having difficulties, uses a different

approach to teach the material, to an entire school using M.I. as a framework. In general, those who subscribe to the theory strive to provide opportunities for their students to use and develop all the different intelligences, not just the few at which they naturally excel. There are many different online tests teachers can have their students take in order to determine which of the intelligences are best suited for their personal learning.

5. Theory of Cooperative Learning

A **cooperative learning** is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete tasks collectively. Unlike individual learning, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. There are five basic and essential elements to cooperative learning (Johnsons and Johnson, 1994). The five basic and essential elements to cooperative learning are:

1. **Positive interdependence:** a) students must fully participate and put forth effort within their group, b) each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group
2. **Face-to-Face Promotive Interaction:** a) member promote each other success, b) students explain to one another what they have or are learning and assist one another with understanding and completion of assignments
3. **Individual Accountability:** a) each student must demonstrate master of the content being studied, b) each student is accountable for their learning and work, therefore eliminating social loafing.
4. **Social Skills:** a) social skills that must be taught in order for successful cooperative learning to occur, b) skills include effective communication, interpersonal and group skills: leadership, decision-making, trust-building, communication, conflict-management skills.
5. **Group Processing:** Every so often groups must assess their effectiveness and decide how it can be improved. In order for student achievement to improve considerably, two

characteristics must be present a) Students are working towards a group goal or recognition and b) success is reliant on each individual's learning

Cooperative learning is generally defined as a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal. Students encourage and support each other, assume responsibility for their own and each other's learning, employ group related social skills, and evaluate the group's progress. The basic elements are positive interdependence, equal opportunities, and individual accountability. Human beings are social creatures by nature and cooperation has been used throughout history in all aspects of our lives. Therefore, it follows that cooperative learning groups in schools would be used as a logical teaching method. For decades cooperative learning has been implemented in classrooms with diverse populations primarily as a means of fostering positive student interactions.

During the 1960s specific cooperative learning methods began to be developed and evaluated in a wide variety of teaching contexts. In an historic overview (Johnson & Johnson, 1999) nine methods of cooperative learning are listed. Johnson and Johnson developed Learning Together and Alone and Constructive Controversy, DeVries & Edwards created Teams-Games-Tournaments (TGT), Sharan & Sharan developed Group Investigation, Aronson developed the Jigsaw Procedure, Slavin created Student Teams Achievement Divisions (STAD), Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC), and Kagan developed Cooperative Learning Structures.

Johnson, Johnson, & Stanne (2000) summarize that cooperative learning strategies are widely used because they are based on theory, validated by research, and almost any teacher can find a way to use cooperative learning methods that are consistent with personal philosophies. In a meta-analysis of 158 studies, Johnson & Johnson report that current research findings present evidence that cooperative learning methods are likely to produce positive achievement results. The studies included eight methods of cooperative learning: Learning Together and Alone, Constructive Controversy, Jigsaw Procedure, Student teams Achievement Divisions (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated Reading & Composition (CIRC), Teams-Games-Tournaments (TGT), and Group Investigation. No studies were found that specifically investigate Kagan's Cooperative Learning Structures. In each case, the achievement levels were significantly higher when cooperative learning methods were used as compared to individualistic or competitive methods of learning.

Cooperative learning enhances social interaction, which is essential to meet the needs of at-risk students. Within the framework of cooperative learning groups, students learn how to interact with their peers and increase involvement with the school community. Positive interactions do not always occur naturally and social skills instruction must precede and concur with the cooperative learning strategies. Social skills encompass communicating, building and maintaining trust, providing leadership, and managing conflicts (Goodwin, 1999). Cooperative learning has been found to be a successful teaching strategy at all levels, from pre-school to post-secondary. The developmental characteristics of middle school students make cooperative learning a good fit of teaching strategy for the needs of the students. Young adolescents need to socialize, to be a part of a group, to share feelings, to receive emotional support, and to learn to see things from other perspectives. Cooperative learning groups do not separate students on the basis of class, race, or gender and the goals of middle schools are consistent with the goals of cooperative learning theories. It is a peer-centered pedagogy that promotes academic achievement and builds positive social relationships (Sapon-Shevin, 1994).

6. Active Learning

Active learning refers to models of instruction that focus the responsibility of learning on students by allowing students to engage in learning that promotes higher-order thinking. Active learning involves learner-centered technique, and occurs within the classroom, as well as outside the classroom. By active learning, students not only become engaged with the ideas being communicated among themselves, and between the students and the educator, but also process the information acquired, integrate the newly acquired information with their prior knowledge, retain the integrated information over time and subsequently transfer their learning to new situations. Scholarship of teaching and learning promotes active learning. Active learning emphasizes deep learning, experiential learning, life-long learning, and overall development. Strategically designed active learning is critical for the overall development of secondary school students in Lao PDR towards life-long learning, and allows for a more enriching and encompassing education.

Bonwell and Eison (1991) popularized this approach to instruction. In this report they discuss a variety of methodologies for promoting "active learning". They cite literature which indicates that to learn, students must do more than just listen: They must read, write, discuss, or be

engaged in solving problems. In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Bonwell and Eison (1991) suggested learners work collaboratively, discuss materials while role-playing, debate, engage in case study, take part in cooperative learning, or produce short written exercises, etc. The argument is when should active learning exercises, be used during instruction. Numerous studies have shown that introducing active learning activities (such as simulations, games, contrasting cases, labs,..etc.) before, rather than after lectures or readings, results in deeper learning, understanding, and transfer. The degree of instructor guidance students need while being "active" may vary according to the task and its place in a teaching unit.

Examples of "active learning" activities include:

1. A **class discussion** may be held in person or in an online environment. Discussions can be conducted with any class size, although it is typically more effective in smaller group settings. This environment allows for instructor guidance of the learning experience. Discussion requires the learners to think critically on the subject matter and use logic to evaluate their and others' positions. As learners are expected to discuss material constructively and intelligently, a discussion is a good follow-up activity given the unit has been sufficiently covered already.
2. A **think-pair-share** activity is when learners take a minute to ponder the previous lesson, later to discuss it with one or more of their peers, finally to share it with the class as part of a formal discussion. It is during this formal discussion that the instructor should clarify misconceptions. However students need a background in the subject matter to converse in a meaningful way. Therefore a "think-pair-share" exercise is useful in situations where learners can identify and relate what they already know to others. So preparation is key. Prepare learners with sound instruction before expecting them to discuss it on their own.
3. A **learning cell** is an effective way for a pair of students to study and learn together. A learning cell is a process of learning where two students alternate asking and answering questions on commonly read materials. To prepare for the assignment, the students will read the assignment and write down questions that they have about the reading. At the next class meeting, the teacher will randomly put the students in pairs. The process begins by designating one student from each group to begin by asking one of their questions to the other. Once the two students discuss the question, the other student will ask a question and they will alternate accordingly.

During this time, the teacher is going around the class from group to group giving feedback and answering questions. This system is also referred to as a student dyad.

4. A **short written exercise** that is often used is the "one minute paper." This is a good way to review materials and provide feedback. However a "one minute paper" does not take one minute and for students to concisely summarize it is suggested that they have at least 10 minutes to work on this exercise.

5. A **collaborative learning group** is a successful way to learn different material for different classes. It is where you assign students in groups of 3-6 people and they are given an assignment or task to work on together. This assignment could be either to answer a question to present to the entire class or a project. Make sure that the students in the group choose a leader and a note-taker to keep them on track with the process. This is a good example of active learning because it causes the students to review the work that is being required at an earlier time to participate. (McKinney Kathleen, 2010). Active Learning. Normal, IL. Center for Teaching, Learning & Technology.)

6. A **student debate** is an active way for students to learn because they allow students the chance to take a position and gather information to support their view and explain it to others. These debates not only give the student a chance to participate in a fun activity but it also lets them gain some experience with giving a verbal presentation. (McKinney Kathleen, 2010). Active Learning. Normal, IL. Center for Teaching, Learning & Technology.)

7. A **reaction to a video** is also an example of active learning because most students love to watch movies. The video helps the student to understand what they are learning at the time in an alternative presentation mode. Make sure that the video relates to the topic that they are studying at the moment. Try to include a few questions before you start the video so they will pay more attention and notice where to focus at during the video. After the video is complete divide the students either into groups or pairs so that they may discuss what they learned and write a review or reaction to the movie. (McKinney Kathleen, 2010). Active Learning. Normal, IL. Center for Teaching, Learning & Technology.)

8. A **class game** is also considered an energetic way to learn because it not only helps the students to review the course material before a big exam but it helps them to enjoy learning about a topic. Different games such as jeopardy and crossword puzzles always seem to get the

students' minds going. (McKinney Kathleen, 2010). Active Learning. Normal, IL. Center for Teaching, Learning & Technology)

Causal and Effect Factors on the Success in Implementation of Schools of Quality in Secondary Schools in Lao PDR

1. Leadership factor

School directors play a very significant role in promoting the learning of all children. As school directors set directions – chart a clear course that everyone understands, establish high expectations and use data to track progress and performance. By developing people – school directors provide teachers and others in the system with the necessary support and training to succeed. And by making the organization work – school directors ensure that the entire range of conditions and incentives in schools fully supports rather than inhibits teaching and learning. Effective education leadership makes a difference in improving learning. Different forms of leadership are described in the literature using adjectives such as “instructional,” “participative,” “democratic,” “transformational,” “moral,” “strategic” and the like. “Instructional leadership encourages a focus on improving the classroom practices of teachers as the direction for the school. Transformational leadership draws attention to a broader array of school and classroom conditions that may need to be changed if learning is to improve. Both “democratic” and “participative leadership” are especially concerned with how decisions are made about both school priorities and how to pursue them. As the transformational leadership is a critical approach in terms of organizational innovation in education. Transformational leader supports teachers’ intellectual development and also infuses excitement and enthusiasm of transformation. Transformational leaders can create a positive organizational climate, reach goals more easily, and increase the levels of job satisfaction and organizational commitment of stakeholders as a result of motivating followers and paying close attention to them (Deluga & Souza, 1991; Leithwood & Jantzi, 1999; Rowold & Scholtz, 2009). Transformational leadership consists of four components: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, and 4) individualized consideration (Northouse, 2007).

1.1 Idealized Influence: It represents the strong vision and mission determination or transformational leader. Such a leader is a role model for the followers and his/her behaviors are idealized by them.

1.2 Inspirational Motivation: Transformational leaders identify high goals, create a team spirit, enthusiasm and constantly motivate his/her followers. Transformational leaders produce original ideas and encourage entrepreneurship as well as starting change in the organization.

1.3 Intellectual stimulation: Transformational leaders motivate their followers to be innovative, analytic and creative. These leaders always encourage their followers on the issues of creative solutions to problems.

1.4 Individualized consideration: Transformational leaders, acting as a team coach, take into account individual differences (Bass & Riggio; Lunenburg, 2003; Stewart, 2006, p.12).

Many specialists define the meaning of leader such as Fiedler (1976) defined that leader was the person whose group members assigned to govern or coordinate with others on behalf of the group which was related to the group interests. This definition was compatible with the concept of Dejnozka (1983) who defines the leader as the person who is erected or assigned to lead the group. The leader has influence the process of implementation group activities in order to achieve the planned goals and objectives. Dubrin (1998) also defines that the leader is the person who lead the group to achieve its success. The leader plays significant role in encouraging the group to work together effectively and productively.

With the meaning and definitions states above, it is concluded that the leader is the person who is erected or assigned for the position in order to lead the group, make decision, solve problems, and coordinate with others on behalf of the group and for the group interests. The leader must have good leadership in leading the followers to work effectively. There are many experts define the meaning of the word leadership.

Jacobs (1970) defines that the leadership was a process that the leader uses to encourage the group to agree upon the leader's decision in order to achieve goals and objectives of the group. Whereas Daff (1999) defined that the leadership is a co-relationship between the leader and the followers to achieve the share purposes. While Owens (2001) defines that the leadership is the group process interaction of at least two persons. One person has power and authority over another.

With the meaning of leadership states above, it is summarized that the leadership is the use of power or authority of a person to encourage another person or group to act or follow to achieve the share purposes. Leadership is the ability of the leader to persuade others to unite together as one and try to find the best way to achieve the planned objectives.

The research literatures studied on leadership factors contributing to success. Phengsawat (2006) developed the tool to measure the leadership factors influencing the success of school directors in three dimensions: leadership characteristics, human relation skills and technical skills (instructing and directing) by using the 5-level of rating scale.

From reviewing the researches, studies, it is summarized that the leadership factor has relationship with other variables as follows: 1) the leadership factor has positive relationship with the success in implementation Schools of Quality; 2) the leadership factor has relationship with teachers, students, pedagogical advisors, management and administration, teaching and learning process, participation of community, and school environment and equipment.

In this study, the researcher predicts that the leadership factor has a directly influence the success in implementation Schools of Quality and indirect influence to teachers, students, pedagogical advisors, management and administration, teaching and learning process, participation of community, and school environment and equipment.

2. Teacher factor

As Schools of Quality promotes child-centred teaching and learning technique. Teachers are very important and central to effective and efficient teaching and learning. They are vital, along with the school director, to promoting as sense of community with the school and to building links to the wide community. A school and its pupils benefit most when teachers are committed to cultivating a learning community with a strong sense of belonging and caring among all children and adults. Teachers facilitate learning, handle the classroom and help their students transfer what they have learned in the classroom to non-school settings. The also work with the school head in laying a solid foundation and providing a model of a better future for all. Successful teachers in child-friendly schools strive to improve their performance, take advantage of learning opportunities, create new connections and promote collaboration among teachers. (UNICEF, 2009)

From reviewing the research literature, studies and relevant documents of Schools of Quality, it is summarized that the teacher factor has relationship with other variables as follows: 1) the teacher factor has positive relationship with the success in implementation Schools of Quality;

2) the teacher factor has relationship with school leadership, students, pedagogical advisors, management and administration, teaching and learning process, participation of community, and school environment and equipment.

In this study, the researcher predicts that the teacher factor has a directly influence to the success in implementation Schools of Quality, students, and teaching and learning process, and indirect influence to pedagogical advisors, management and administration, and participation of community, and school environment and equipment.

3. Student factor

Many studies have been carried out to identify and analyze the factors that affect academic performance in different fields of learning. Their findings identify that students' effort, (Anderson & Benjamin, 1994), self-motivation, age of student, learning preferences (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2008), are factors that have a significant effect on the students' academic performance in various settings. As Schools of Quality promotes child-centered teaching and learning technique. Students as learners are very important and central to effective and efficient teaching and learning. They are vital, along with teachers, teaching and learning factors. This is because students' cooperation with effectiveness and efficiency in teaching and learning that use learner-centered technique. A school and its teachers benefit most when students are committed to cultivating a learning environment with a strong sense of belonging and caring for their own school performance. Students cooperate in teachers' facilitating learning, handling the classroom and helping their peers to absorb knowledge of what they have learned in the classroom to non-school settings. Successful Schools of Quality approach strives to improve their performance, take advantage of learning opportunities, create new connections and promote collaboration among students and teachers. (UNICEF, 2009)

From reviewing the research literature, studies and relevant documents of Schools of Quality, it is summarized that the student factor has relationship with other variables as follows: 1) the student factor has positive relationship with the success in implementation Schools of Quality; 2) the student factor has relationship with leadership, teachers, pedagogical advisors, management and administration, teaching and learning process, participation of community, and school environment and equipment.

In this study, the researcher predicts that the student factor has a directly influence to the success in implementation Schools of Quality and teaching and learning process, and community participation through pupil parent association.

4. Pedagogical advisor factor

As Schools of Quality promotes child-centred teaching and learning technique. Pedagogical advisors are very important and central to effective and efficient teaching and learning. They are vital, along with the school director, to promoting as sense of community with the school and to building links to the wide community. A school and its pupils benefit most when teachers are committed to cultivating a learning community with a strong sense of belonging and caring among all children and adults. Pedagogical advisors provide technical support to teachers facilitate learning, handle the classroom and help their students transfer what they have learned in the classroom to non-school settings. They also work with the school head in laying a solid foundation and providing a model of a better future for all. With pedagogical advisors' support, successful teachers in child-friendly schools strive to improve their performance, take advantage of learning opportunities, create new connections and promote collaboration among teachers. (UNICEF, 2009)

From reviewing the research literature, studies and relevant documents of Schools of Quality, it is summarized that the pedagogical advisor factor has relationship with other variables as follows: 1) the pedagogical advisor factor has positive relationship with the success in implementation Schools of Quality; 2) the pedagogical advisor factor has relationship with leadership, teachers, students, teaching and learning process, management and administration, participation of community, and school environment and equipment.

In this study, the researcher predicts that the pedagogical advisor factor has a directly influence to the success in implementation Schools of Quality and teaching and learning process, and indirect influence to students, school management and administration, participation of community, and school environment and equipment.

5. Management and administration factor

In Schools of Quality approach, the school management and administration plays a very significant role in achieving its goals and objective. The management designs and maintains an environment in which facilitating school directors, teachers, community members, and students to work together efficiently and effectively. School management and administration provides overall administrative support in providing school managerial and instructional functions. Thus, the school

management must have a very effective working process in seeking quality teaching and learning materials, with transparent financial controlling system in order to motivate active participation in school fund raising and spending for school development, renovation and other extra curriculum activities. In the meantime, school environment must be professional managed and administered for enabling clean, healthy, safe, protective and effective teaching and learning. With effective school management and administration, Schools of Quality approach will facilitate quality teaching and learning for school children and motivate more participation of school children parents, community members, teachers, and students in school development. The research literature shows that children learn better when they are motivated and encouraged to participate in classroom activities. Therefore, classroom size needs to be manageable for a teacher to give adequate attention to motivating each child. Motivation can come from the physical environment in which teaching takes place, the facilitating efforts of the teacher and the activities and processes among the learners in the classroom. The interest shows in children's education and well-being by parents, local communities and students' motivation to learn. A School of Quality itself attracts and motivates children, brightening up their lives and inspiring them with the desire to learn. Whatever teachers do in a child-friendly school, they need to focus on child participation and consciously strive for children's empowerment as an outcome of the learning process. (UNICEF, 2009)

From reviewing the research literature, studies and documents related to school management and administration, it is summarized that the school management and administration factor has relationship with other variables as follows: 1) the management and administration factor has positive relationship with the success in implementation Schools of Quality; and 2) the management and administrative factor has relationship with leadership, teachers, students, teaching and learning process, pedagogical advisors, participation of community, and school environment and equipment.

In this study, the researcher predicted that the management factor had a directly influence to the success in implementation Schools of Quality and indirect influenced to school leadership, teachers, students, pedagogical advisors, teaching and learning, community participation, and school environment and equipment.

6. Teaching and learning factor

Teaching and learning is another key factor contributing to the success in implementation Schools of Quality approach in secondary schools. Thus Schools of Quality

approach promotes good quality teaching and learning processes using child-centred (Child-Friendly School Manual, 2009, UNICEF) holistic approach. The key elements of child-centred teaching and learning approach includes: individualized instruction appropriate to each child's developmental level, abilities, and learning style and with , cooperative, and democratic learning methods; provide structured and relevant content for their daily life and good quality teaching materials and learning resources; enhance teacher capacity, morale, commitment, status, and income, and their own recognition of child rights; and promote quality learning outcomes by defining and helping children learn what they need to learn and teaching them how to learn. Besides, the child-centred approach uses various teaching and learning methods including life skills, emotional quotient, multiple intelligent, active learning, cooperative learning, story line learning method, and discovery learning.

In Schools of Quality, the style of teaching and learning is centred on what is best for the learner. It is to bring out the best in each learner as he or she strives to master the prescribed knowledge, skills and attitudes in the curriculum. Schools of Quality encourages the use of different teaching and learning method appropriate for the children and the subject matter. This promotes multiple paths to knowledge and skills acquisition. To facilitate multiple learning pathways, teachers need to be reflective practitioners who strive to understand why some children do not do as well as others; use different techniques and strategies to get children to learn and succeed; operate on the basis that children can follow different learning paths to achieve success. (Child-Friendly School Manual, 2009, UNICEF)

From reviewing the researches, studies and documents related to Schools of Quality (also known as Child Friendly School) concept, it is summarized that the teaching and learning factor has relationship with other variables as follows: 1) the teaching and learning factor has positive relationship with the success in implementation Schools of Quality; 2) the teaching and learning factor has relationship with leadership, teachers, students, pedagogical advisors, management and administration, participation of community, and school environment and equipment.

In this study, the researcher predicted that the teaching and learning factor had a directly influence to the success in implementation Schools of Quality and indirect influenced to school leadership, teachers, students, pedagogical advisors, management and administration, community participation, and school environment and equipment.

7. Participation of Community factor

The Schools of Quality approach applies Child-centered in promoting child participation in all aspects of school life; family-focused, working to strengthen families as the child's primary caregivers with educators helping children, parents and teachers establish harmonious relationships; community-based, encouraging local partnership in education through an established and functional Village Education Development Committee, acting in the community for the sake of children, and working with other actors to ensure the fulfillment of children's rights; and actively identifying excluded children to get them enrolled in school and included in learning. To achieve the standard, opportunities for students to express their views about school are and participation in school development activities are encouraged. Communication with parents of all students about their learning achievements and school activities is an on-going activity to encourage community members to support children's learning and school development.

By reviewing the researches, studies and documents related to community participation in school activities such as school development, teaching and learning process, school renovation and maintenance and so on, it is summarized that the community participation factor has relationship with other variables as follows: 1) the community participation factor has positive relationship with the success in implementation Schools of Quality; 2) the community participation factor has relationship with leadership, teachers, students, pedagogical advisors, management and administration, teaching and learning process, and school environment and equipment.

In this study, the researcher predicts that the community participation factor has a directly influence to the success in implementation Schools of Quality and indirect influence to school leadership, teachers, students, pedagogical advisors, management and administration, teaching and learning process, and school environment and equipment.

8. School environment and equipment factor

In Schools of Quality approach, the school environment and equipment factor plays a very significant role in achieving its goals and objective. Good school environment and equipment enable school directors, teachers, students, pedagogical advisors, management and administration, and community members to work together efficiently and effectively. School environment and equipment provides overall support in providing school managerial and instructional functions. Thus, the school must have a very inductive and child-friendly environment supporting quality teaching and learning process, with transparent financial controlling system in order to motivate

active participation in school fund raising and spending for school development, renovation and other extra curriculum activities. In the meantime, school environment must be professional managed and administered for enabling clean, healthy, safe, protective and effective teaching and learning. With effective school management and administration, Schools of Quality approach will facilitate quality teaching and learning for school children and motivate more participation of school children parents, community members, teachers, and students in school development. The research literature shows that children learn better when they are motivated and encouraged to participate in classroom activities. Therefore, classroom size needs to be manageable for a teacher to give adequate attention to motivating each child. Motivation can come from the physical environment in which teaching takes place, the facilitating efforts of the teacher and the activities and processes among the learners in the classroom. The interest shows in children's education and well-being by parents, local communities and students' motivation to learn. A School of Quality itself attracts and motivates children, brightening up their lives and inspiring them with the desire to learn. Whatever teachers do in a child-friendly school, they need to focus on child participation and consciously strive for children's empowerment as an outcome of the learning process. (UNICEF, 2009)

From reviewing the research literature, studies and documents related to school environment and equipment, it is summarized that the school environment and equipment factor has relationship with other variables as follows: 1) the environment and equipment factor has positive relationship with the success in implementation Schools of Quality; and 2) the environment and equipment factor has relationship with leadership, teachers, students, pedagogical advisors, management and administration, teaching and learning process, and participation of community.

In this study, the researcher predicts that the management factor has a directly influence to the success in implementation Schools of Quality and indirect influences to school leadership, teachers, students, pedagogical advisors, management and administration, teaching and learning process, and participation of community.

The Success in implementation Schools of Quality in secondary schools

The success in implementation of Schools of Quality is that meets its standard that 1) it is inclusive of all children; 2) it supports effective education which is relevant to children's lives; 3) it has a clean, healthy, safe and protective environment; 4) it promotes gender balance; 5) it actively

encourages community members to participate in school development activities and teaching and learning; and 6) it has good management and administration.

(Quality Standard for Secondary Schools, 2012, MOES)

Research Conceptual Framework

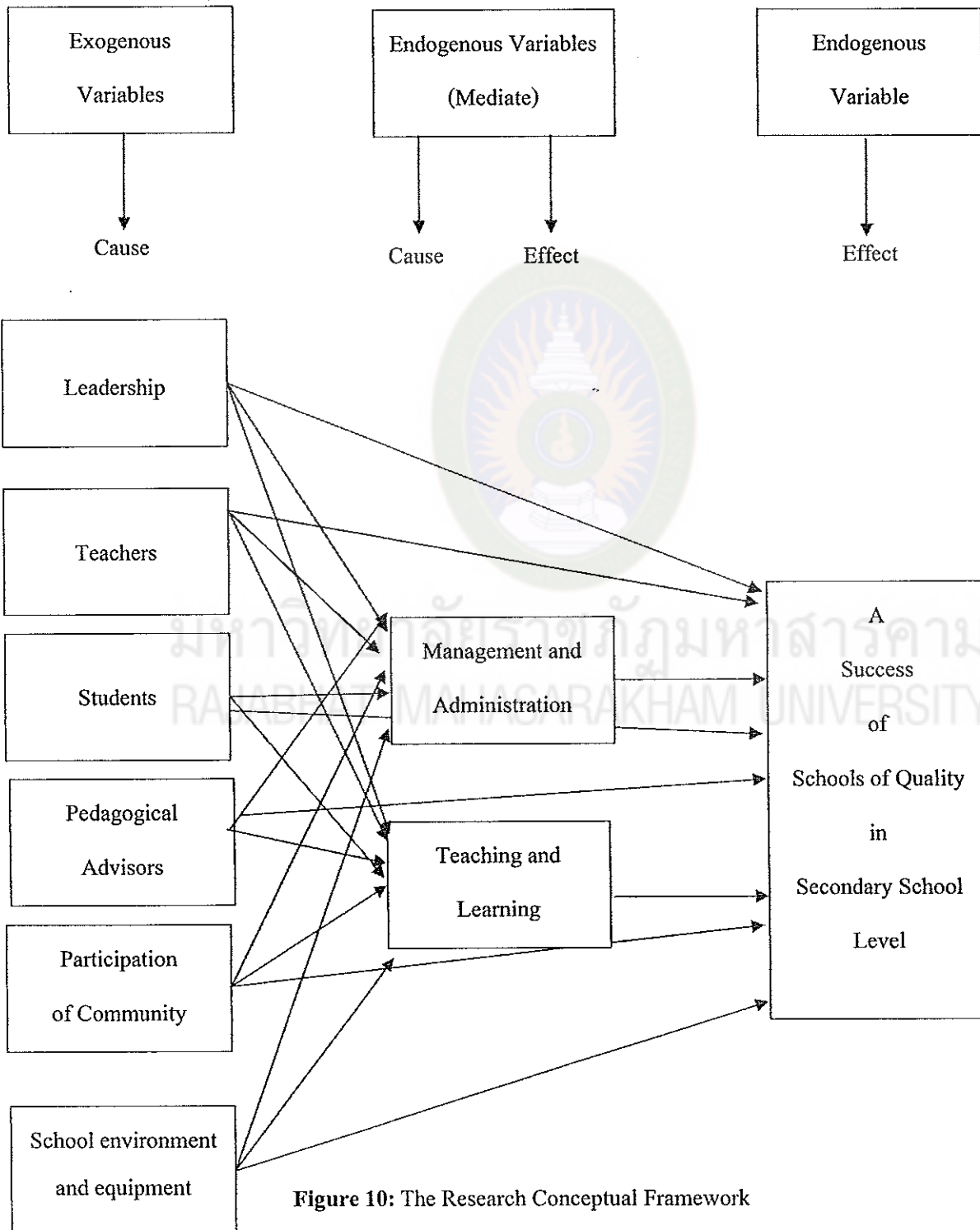


Figure 10: The Research Conceptual Framework