

<b>Sub-Program</b>	3. Improving Basic Education
<b>Component</b>	
<b>Accepting University</b> (Number of Scholars)	<b>Osaka University (2)</b> Graduate School of Human Sciences Human Development Studies, Department of Global Human Sciences -Master of Human Sciences
<b>Target Organizations:</b>	<b>Ministry of Education</b> (Managing Organization) <b>Teacher Training College, Teacher Training School,</b> <b>Research Institute for Education Sciences</b>
<b>Purpose of the Study:</b>	
<p>To break away from being regarded as a least-developing country (LDC) by 2020, the Government of Laos has placed priority on improvement of basic education to settle the issue of poverty radically. As a result of this, the net rate of elementary school attendance rose from 77.3% in 2000 to 86.4% in 2006, and the adult literacy rate has been improved. However, the Lao basic education sector still lacks school facilities, textbooks, and teaching materials. In addition, it also has problems, such as poor learning environment, low access to education (especially in rural areas and ethnic minorities), an insufficient number of teachers, poor teaching skills, the existence of unqualified or low-qualified teachers, low salary for teachers, inadequate capacity of the administration and an absolute lack of budget. In terms of the quality of education, although teachers of basic education (elementary and secondary) must graduate from a Teacher Training College (TTC) or Teacher Training School (TTS), education provided at such teacher training institutions has many issues about curriculum, textbooks and teaching materials. In Laos, the idea of school health, whose objectives are to protect the student's health and prepare a good learning environment, is not common, and so a poor learning environment and health problems such as malnutrition, parasites and Malaria have become some of the obstacles that prevent students from attending schools and decrease motivation for learning. The government does not have sufficient capacity to plan and implement policies to cope with these issues in the education sector.</p> <p>Improving basic education is a priority area for poverty reduction. JDS Fellows are expected to acquire the knowledge useful for policymaking and institution building, particularly with regard to improving the educational environment and access, mitigating factors inhabiting school enrollment, and improving the quality of education.</p>	