INTRODUCTION

Emergence of a Pandemic: Global, National, and Local Perspectives

The viral disease COVID-19 appeared in Wuhan, Hubei Province in central China, in December 2019 and spread rapidly around the world. Concern for the spread of the disease led to the decline of social gatherings of all kinds – at work places, at schools, in transportation systems, and other places of social gathering. The education, health, transportation, and hospitality sectors have been severely impacted in many countries. Increasingly the economy as a whole has been impacted, as work places have closed and the production and distribution of many kinds of goods and services have declined, leading to scarcity, rising prices, and rising unemployment.

Concern and uncertainty about the spread of the disease in the Lao People’s Democratic Republic (Lao PDR) led the Government to take prompt measures, including a mandate to wear face masks, maintain social distance, and close work places and schools. The first two cases in Lao PDR were reported March 23. By that time over 40,000 cases had been reported around the world, with daily increases of some 18,000 cases. The number of cases reported in Lao PDR rose to 19 by mid-April, but since then the spread has been slow, as shown in Figure 1.

As a measure to prevent the spread of the virus, the Government announced a nationwide lockdown from 30 March under the Prime Minister’s Order No. 06.1 All schools and other educational institutions were closed from mid-March through May 2020 (2.5 months). An estimated 1.4 million students were suddenly out of school, with no information on the resumption of classes [UNICEF Lao PDR, 2020a].

As of 1 May 2020, with no new cases reported in over a month, the Government lifted the lockdown and decided to reopen schools between May and June in a staggered manner, beginning with the transition grades: Grade 5 (last year of primary education), Grade 9 (Secondary Level M4, end of lower secondary), and Grade 12 (M7, end of upper secondary). Other grades would continue the learning from home modality until further notice (MOES, 2020).

To make up for loss of schooling time, most schools re-opened at the beginning of June and remained open through July, closing again in August. They opened in early September coinciding with the customary beginning of the new school year. The actual loss of schooling time in Lao PDR was therefore relatively small.

Impact on the Community

Uncertainty about the spread of the disease and its broader impact is high at the global and national level, but it can also be high at the local community level. There are many ways a community can be impacted by COVID-19 itself as well as by measures taken to prevent its spread. Some communities suffer greatly because they are heavily dependent on economic sectors that face declining demand, e.g. communities heavily dependent on tourism.

Other communities may actually benefit by supplying goods and services that are substitutes for goods and services now in short supply. Some communities may experience little or no impact because they are relatively isolated and self-sufficient.

This variation in impact in different communities suggests that measures taken to lessen the spread of COVID-19 at the community level need to be firmly based on evidence about the specific impacts in the specific target communities. This, in turn, calls for collection of relevant data about the specific impacts as seen by those living and working at the level of the district and the local community, including vulnerable and disadvantaged groups. This would require include a range of approaches, including print, TV, radio, and online platforms to support continuity of learning, accompanied by support to teachers and parents/caregivers so they can facilitate learning at home. When schools re-opened, additional support may be needed by some students who have lagged further behind in their educational development (MOES, 2020).
The Education COVID-19 Response Plan

The Education COVID-19 Response Plan (referred to below as the Response Plan) was developed by the Ministry of Education and Sports (MOES) with the support of UNICEF and in collaboration with the development partners represented by Education Cluster (EC). MOES leads the Education Cluster with UNICEF and Save the Children as co-leads. The intent is to use this plan as a key reference for interventions of the MOES and development partners to mitigate the impact of the pandemic on the education sector and ensure the health and well-being of students and education staff, as well as support continuity of learning.

In the Response Plan, MOES warned that: During the COVID-19 crisis, the most marginalized children including those with disabilities, struggling learners, children from non-Lao-Tai ethnic groups, children in the most rural hard-to-reach and poorest communities and girls, particularly as the caregiving burden is exasperated by the closure of schools, may not be able to access remote learning opportunities. The inability to access learning may be due to a lack of access to internet, failure to afford required equipment or simply because the modality of delivery may not meet their needs.

This Response Plan has the following objectives:

• Support learners, educators, caregivers/parents and school communities to prevent the transmission and spread of COVID-19 in line with national public health guidance, and ensure the well-being of learners and education staff

• Ensure continuity of learning through the implementation of diverse/key learning activities/opportunities aimed at quality learning and wellbeing of learners, teachers, caregivers/parents, school communities taking into account equity and inclusivity

• Support the safe and inclusive return to school/educational institutions for learners, teachers, caregivers/parents, school communities

• Ensure a coordinated Government and development partners response to COVID-19 prevention and control measures for the education sector, in coordination with other sectors.

This study is based on the current Aide et Action project, which supports pre- and primary schools in 30 non-Lao ethnic communities in Oudomxay and Vientiane provinces. The aim is to improve the learning environment and student learning outcomes. Project implementation began in 2019 under a five-year MOU with the MOES (2019-2023). Most of the sample was drawn from the relevant project stakeholders and some proportion from non-project members of the community.

THE MOST MARGINALISED:

- Children with disabilities
- Struggling learners
- Non-Lao-Tai ethnic groups
- Those in remote areas
- Girls
AIMS AND OBJECTIVES

The aim of this study is to provide relevant information on the educational and socioeconomic impact of COVID-19 and measures taken by governments to contain and mitigate the COVID-19 pandemic in Lao PDR. The study focuses specifically on the communities in which Aide et Action is currently active. The findings will be used in future Aide et Action plans in Lao PDR.

This study examines the impact on schooling from the perspective of the Village Education Development Committee (VEDC), the local schools, the teachers, and the students. More specifically, the study’s objectives are as follows:

• Document the experience of vulnerable and marginalised populations in the target countries with regard to the anti-pandemic measures taken by the States, both at individual and family level.

• Analyze the different endogenous mechanisms developed by vulnerable and marginalized populations to cope with the crisis: the operating rationale specific to each country, how children’s education has been taken care of.

• Analyze the initial responses or proposed responses from educational institutions [Ministries, decentralized services, local authorities, NGOs and associations, including those that manage education in the various localities].

• Assess the consistency of responses and offer proposals for short, medium, and long-term support.

• Propose relevant recommendations for Aide et Action on post-COVID-19 solutions adapted to the context of each country.

THE SAMPLE

The data covers a judgment sample of adults, secondary and higher education students, and primary school students. The sampling frame was the students, teachers, school principals, education officials, and community representatives in those schools, communities, districts, and provinces which Aide et Action has supported in recent since 2019. A map displaying the target provinces can be seen in Appendix Figure 1.

The survey was conducted from early September through mid-October. The distribution of the samples is shown below for adults [Table 1], secondary and higher education students [Table 2], and primary school students [Table 3].

Table 1: Distribution of the Sample of Adults

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Occupation</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>32</td>
<td>Teachers &amp; Principals</td>
<td>Oudomxay</td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>Civil Servants</td>
<td>Vientiane</td>
</tr>
<tr>
<td>Mean</td>
<td>36</td>
<td>Village Chiefs &amp; Deputies</td>
<td>Vientiane Capital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All others</td>
<td>Xayabury</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td></td>
<td>82</td>
</tr>
</tbody>
</table>

Note: The sample includes 23 teachers, 6 school principals, 23 government officials, and 10 village chiefs. It may be assumed that many of these were parents of children in the sampled schools. It should be noted that participants who reported Vientiane Capital and Xayabury province were government officials and project staff who reported their home provinces.

Table 2: Distribution of the Sample of Secondary & Higher Education Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Grade</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>16</td>
<td>Grade 8 (M3)</td>
<td>Khmou</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>Grade 8 (M3)</td>
<td>Hmong</td>
</tr>
<tr>
<td>Mean</td>
<td>18</td>
<td>Grade 8 (M3)</td>
<td>Ho (Hor, Haw)</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

Note: All respondents in the sample of secondary and higher education students are Lao Loum ethnicity.

Table 3: Distribution of the Sample of Primary School Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Grade</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>14</td>
<td>Grade 3</td>
<td>Khmou</td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>Grade 3</td>
<td>Ho (Hor, Haw)</td>
</tr>
<tr>
<td>Mean</td>
<td>10</td>
<td>Grade 3</td>
<td>Iu Mien Yao (Ewmien)</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>

Note: The sample includes primary school students in Lao Loum ethnicity.
For readers not familiar with Lao PDR, it may be noted in Table 1, 54 of the participants (representing 66 percent of the total sample) indicate Oudomxay province, which represents less than 5 percent of the total population of Lao PDR. It may be noted that the two largest ethnic groups noted in Table 3 (Khmou and Hmong) together represent 86 percent of the sample, while in the national population these two groups represent only some 20 percent of the Lao multi-ethnic population [MPI, 2016, pp. 121-122]. This social distribution in the sample is a reflection of Aide et Action’s targeting of support on poorer and more remote schools.

DATA COLLECTION INSTRUMENTS

Three data collection instruments were used, covering adults, secondary and higher education students, and primary school students, respectively. These instruments are provided in a separate annex: Data Collection Instruments.

The conditions prevailing at the time of the survey made data collection difficult. In some cases, individuals could complete the questionnaire and submit it individually, either in-person or via email [Google form]. For primary school students, data were collected through group interviews. For some variables [e.g., age, grade, or ethnicity], the data referred to individual students. For other variables [e.g., “How do you feel about COVID-19 pandemic?”], the data referred to the collective response [e.g., “Fear of infection, fear of fever and cough”].
RESULTS

Organization and Interpretation

This study has three main target groups:
1. Adults (e.g., teachers, school principals, District and Provincial Education authorities, and others with some responsibility for the education in the community)
2. Secondary and Post-Secondary Students
3. Primary School Students

The results are reported below for each target group separately, beginning in each case with a brief description of the sample distribution.

In some few cases, the questions posed to the respondents concern specifically the response measures taken by government, e.g., the instructions to close the schools and to wear face masks. Unless otherwise noted, however, the questions posed refer to the more general situation in the community, e.g., the fear of the spread of the disease and the impact on the economy and household incomes, as well as government response measures.

Adults and Their Perceptions

Sample Distribution
Teachers and school principals constitute more than 35 percent of the adult sample (23 teachers and 6 principals). Other civil servants constitute nearly one-fifth of the sample. Many of the respondents were village authorities and parents of children in the sampled schools. In the discussion below, the responses of teachers are referenced specifically, but unless otherwise noted, all descriptions of the responses of adults cover the whole sample (see Table 1 above).

Source of Information
Almost all adults sampled learned about the COVID-19 virus and the government measures taken from official bulletins, television, and other news sources. Over 10 percent learned this information from social media, usually Facebook.

Agreement with Response Measures
More than two-thirds indicated agreement with the measures taken, while nearly 10 percent were not sure or had no opinion. There were no expressions of disagreement except for the view that maintaining quarantine centers at the district level (for Lao workers who had returned from abroad) was “not good”. Teachers and school principals were almost uniformly in agreement with the measures, with only one teacher noting that the measures “make study and other things difficult”.

Positive and Negative Personal Impact
Almost all respondents indicated that the measures taken by Government had the effect of hindering the spread of the disease to themselves, their families, and society. They also had the effect of making people aware of the disease and the risks and the importance of wearing masks, maintaining cleanliness, and keeping social distance. About one-fifth of the respondents indicated they were not sure of the positive impact these measures had on themselves and their families.

The negative impact of the current situation was even less clear, with a quarter of the respondents unable to indicate a negative impact. Economic factors (loss of income, slowing of the economy) were the most frequently mentioned.

Positive and Negative Impacts on Teachers
More than one-third of the respondents were unable to indicate either positive or negative impacts specifically on teachers, but there was a common understanding that the interrupted teaching and learning made it difficult to follow lesson plans and the curriculum.
One positive impact was that teachers had more time to prepare lessons and teaching materials.

Positive and Negative Impacts on Secondary and Post-Secondary Students
Although many of the respondents were unable to indicate positive impacts on secondary and post-secondary students, many noted that some students were able to spend more time with their families and help more with the work at home. Most teachers were not able to indicate a positive impact on students, but some noted that students were able to learn more about how to protect themselves and to keep clean.

By contrast, there was clear agreement that the situation interrupted learning, that it delayed graduation, and that some students would drop out of school as a consequence. It was noted that not all students can learn online because of the digital divide (lack of digital equipment at home, slow internet signal) and because some students do not learn well when they are unable to ask the teacher questions (see Appendix Table 1 and Appendix Table 2).

Positive and Negative Impacts on Primary School Students
Most participants were unable to indicate either a positive or a negative impact on primary school students, but as with secondary and post-secondary students, many noted that children could spend more time with their families, learn to keep clean, and learn how to take care of themselves. Many noted, however, that children are unable to meet with their friends and teachers.

Positive and Negative Impacts on Parents and Care-Givers
The most frequent positive impacts mentioned included families spending more time together and parents not having to take the children to school. The negative impacts greatly outweighed the positive impacts. The most frequent responses related to the family economy: reduced income and increased expenses (e.g. for protective equipment).

Positive and Negative Personal Impact of the School Closure
It was widely agreed that closure of the schools was good. The main benefit was that it helped limit the spread of the disease, but it also gave children more time to help their parents and teachers more time to prepare teaching-learning materials.

Continuity of Teaching during School Closure
Most respondents indicated no teaching in the schools during the school closure period, although a few indicated there was some indicated online teaching for schools in the main cities and university level. Some respondents indicated lack of online teaching because of the absence of online equipment at home and weak internet signal, especially in rural and remote areas.

Suggestions for Educational Continuity in the Event of Future School Closures
The most frequent suggestion for continuity in the event of future school closures included distance learning using online teaching, television, radio, or even mobile phones. In order to do that, however, it is necessary for Government to support online learning through the provision of suitable instructional materials and equipment, according to the respondents.

Suggestions for Materials for Teaching and Learning during the School Holidays
It was widely agreed that some form of online materials could be used for teaching and learning during school holidays. Nearly 30 percent of the respondents suggested use of mobile phones or other smart devices for such teaching-learning. Many noted, however, that this would require that children had such phones and that signal strength was adequate throughout the country.
Most students remained at home during the school closure. The most common activities included doing the lessons (more than 25 percent), learning new things, and helping with the family’s work or selling.

**Preferred Place for Study**
Almost all students preferred studying at school, rather than at home. The main reasons given were:
- They could understand better because they could ask the teacher if they had questions;
- They had friends at school; and
- Studying at home was boring.

The two exceptions were that study at home was preferable because:
- “At home we can use modern technology”
- “At home there are not many people, so I am not scared about the disease”

**Preferred Source of Help if the Schools are Closed Again**
The preferred source of help by a quarter of the students is (despite the school closure) the teacher. The main alternatives are the family, oneself, or internet sources, such as Facebook or YouTube.

**Preferred Learning Approach if Schools are Closed**
More than three-quarters of the students indicated a preference for some form of online approach, e.g., using Facebook or YouTube.

**Learning Difficulties Experienced**
About a quarter of the students indicated no learning difficulties experienced, and another quarter indicated “many things”. Other difficulties given by a small number of students included “my own indifference and inattention”, slow and unstable internet connections, and financial difficulties.

**Views on What is Needed to Improve Learning Outcomes**
What students indicated as most needed in order to improve learning outcomes is teachers with knowledge and ability to impart that knowledge to students. They also need books, pencils, internet, and scholarships. Some students noted that improved learning outcomes depend on themselves.

**Major Impacts on Students’ Lives during or After City Lockdown**
More than two-thirds of students indicated that the major impact on their lives were difficult economic situations or limitations on travel. Others indicated general conditions of difficult life and being bored by not going to school.

**Views on How COVID–19 Has Changed the World We Live In**
Students had a wide and deep range of thoughts on how the current situation has changed the world. As one student expressed it: “Everything, including the relationship between people in society, lifestyle, economy ....”. It has made people more conscious of their way of life. It can make the world cleaner, making the environment cleaner because of less waste. People are more concerned about their own health. As one student wrote: “Nature is changing, but people are changing more”.

**Action Students Have Taken in Response to The Pandemic Situation**
The most common response was wearing a mask, indicated by half of the students. More than one-third indicated staying at home. Many also indicated washing hands, and in general following government measures.

**The Role the Teachers Played During the COVID–19 School Closure**
More than one-third of the students indicated that the teacher taught online, helped students online, and sent and checked homework. They referred to research in various subjects and provided information when students needed help. They also assigned lessons to study at home, sent lessons...
over the phone, and provided telephone contact. In general, they told students to follow the government measures to protect themselves.

Primary School Students and Their Perceptions

Group Interviews
It should be noted that whereas the results for the Adults and the Secondary and Post-Secondary Students given above were based individual-level responses, the results for Primary School Students are based on group interviews. There were eight interview groups, ranging in size from 3 to 12 students. The results thus represent an “informal consensus” of the students in the group being interviewed. The results reported below represent “approximate weighted means”.

Awareness of- and Feelings about the Pandemic
Almost all of the primary school students were aware of the pandemic, and the common feeling among all respondents was fear, with some expressing “alertness in defense”.

Personal Measures to Avoid Pandemic Risks
The most common measures students took to protect themselves were washing the hands (often with gel), wearing a mask, keeping clean, and staying at home.

Activities during School Closure
Students in almost all groups indicated that they had helped at home, and some groups indicated they had studied at home.

Preference for Study at Home or at School
Over 80 percent of the students indicated they preferred to study at school, most because of the teachers, others because of friends, and a few because if they go to school, parents give them money for candy. A few students indicated that they preferred to study at home because of their parents.

Preferences for Who Can Teach if Schools Are Closed Again
Almost one-third of the students indicated that they had no one to teach them at home. About half, however, indicated that they studied with the help of either siblings or parents, in some cases with books the family had purchased.

Preferred Learning Approach if Schools are Closed
Half of the students were unable to suggest alternative approaches to learning in the event of future school closures. About one-third suggested that the teachers come to teach at home and assigns homework. The remainder suggested reviewing old lessons.

Greatest Difficulties in Learning
Half of the students were unable to describe the learning difficulties they had or indicate they had no difficulties. A group of the students in a school, however, indicated that there was a secondary school student who came and forced them to give him their money.

Needs to Improve Your Learning Outcomes
More than half of the students indicated the need for learning materials, especially books, pens, pencils, and colored pencils. More than one-third indicated the need for homework.

Major Impacts on Life during or After City Lockdown
More than ninety percent of the students were either unable to identify any impact on their lives or indicated that there was no impact. For the remainder the impact was that they had to work to earn a living and could not go to school.

Action Taken in Response to the COVID-19 Pandemic Situation
Two-thirds of the students were unable to indicate any actions taken or simply that they behaved normally but just did not go to school. The remaining one-third indicated that they washed their hands regularly, wore a mask, and changed the mask regularly.

Role Teachers Played during the COVID-19 crisis
Most students could not describe what role the teachers played, but about one-third indicated that the teacher just told them to keep everything clean, eat clean, and stay clean.
CONCLUSIONS

Uncertain Times
Many respondents – Adults, Secondary and Higher Education Students, and Primary School Students – were uncertain or unable to reply to the questions posed in this survey. In part, this is normal in survey research, but in the present study it is also a consequence of the high level of uncertainty surrounding the COVID-19 pandemic itself as well as measures to prevent its spread.

There are good grounds for uncertainty at the national level, as can be suggested by a glance at Appendix Figure 2. At the time Government took measures to prevent the entry and spread of the disease in Lao PDR, it was not all certain that Lao PDR could be spared the rapid spread seen in neighboring countries. There is also great uncertainty at the level of the local communities (see Impact on the Community).

By the time of this writing the total number of COVID-19 infections in Lao PDR is 24, and no deaths have been reported. By now the schools have been re-opened and students have returned. Nevertheless, the uncertainty remains – things are changing around the world, in Lao PDR, and in the local communities.

Implications for Future Projects

Online Teaching and Learning
The substantial number of references here to online teaching and learning (especially for the Adults and the Secondary and Higher Education Students, but not for Primary School Students), would suggest directions for future projects.

Such support would also be aligned with the widespread and expanding use of “smart devices” (phones, tablets, computers) in society at large. Such support would need to involve (or be coordinated with) support for both physical capital development (equipment, facilities, etc.) and human capital development. It would require, for example:

- Learning content development with an attractive design and variety learning subjects. The content should also fit and coherence for the different learning level. It would be a good idea if Aide et Action could partner with some existing agencies who are developing free online education content or e-learning platforms for different group ages, such as Khan Academy Kids, and others
- In-service teacher training for educate teachers to use new technology for their teaching
- Training for students in the use of specific online and offline educational platforms
- Development of grade- and subject-specific teaching-learning methods and materials that follow national curricula
- Coordination with Government to assure the expansion of an adequate internet signal to cover also rural and remote areas corresponding to educational development investments
- Supply necessary ICT equipment for teachers and children

Hard Copy Instructional Materials
Even the development of hard copy materials (books, magazines, and other teaching-learning materials) can support online learning, e.g., by referencing relevant online sites and providing the associated internet addresses and QR codes. This can help guide children to follow their own interests, using whatever smart technology is available.
2. Around 1,900 schools were used as quarantine centers for Laotians returning from neighboring countries.
3. The question posed was ”What did you do or were told to do to avoid risk.” The responses thus contain some ambiguity: What they were told to do or what they actually did. Given the level of fear expressed above, we may safely assume here that students generally did what they were told with some degree of faithfulness.
4. QR Code. Quick Response Code

REFERENCES

List of Abbreviations used in the References:
EC: Education Cluster
LSB: Lao Statistics Bureau
MOES: Ministry of Education & Sports
MPI: Ministry of Planning and Investment
UNICEF Lao PDR: UNICEF Representative Office in Lao PDR

Photo: Primary school student, Vientiane province, Lao PDR. Mathew Dakin, 2020.
Appendix Figures

Appendix Figure 1: Map Displaying the Target Provinces (highlighted in yellow)
Appendix Figure 2: COVID-19 in the ASEAN Countries, as of 3 October 2020
### Appendix Tables

#### Appendix Table 1:
Percent of Children Aged 5 – 11 Years with Support for Distance Learning at Home

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Radio</th>
<th>Television</th>
<th>Mobile phone</th>
<th>Computer</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>90.2</td>
<td>17.5</td>
<td>72.6</td>
<td>88.0</td>
<td>9.16</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>87.2</td>
<td>16.9</td>
<td>66.0</td>
<td>84.9</td>
<td>3.5</td>
<td>0.8</td>
</tr>
<tr>
<td>Urban</td>
<td>99.1</td>
<td>19.4</td>
<td>92.8</td>
<td>97.2</td>
<td>26.0</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Wealth Quintile</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First (poorest)</td>
<td>64.3</td>
<td>9.3</td>
<td>20.7</td>
<td>65.5</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Second</td>
<td>99.8</td>
<td>16.0</td>
<td>80.4</td>
<td>91.2</td>
<td>1.2</td>
<td>0.8</td>
</tr>
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<td>Third</td>
<td>100.0</td>
<td>21.5</td>
<td>94.5</td>
<td>97.5</td>
<td>2.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Fourth</td>
<td>100.0</td>
<td>23.4</td>
<td>98.6</td>
<td>99.2</td>
<td>9.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Fifth (richest)</td>
<td>100.0</td>
<td>23.3</td>
<td>99.8</td>
<td>99.9</td>
<td>44.2</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Note: This data set is based on Lao Social Indicator Survey II 2017 MICS.
Source: https://data.unicef.org/resources/eduview-education-dashboard/, downloaded 2020-10-06

#### Appendix Table 2:
Percent of Children Aged 12 – 17 Years with Support for Distance Learning at Home

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Radio</th>
<th>Television</th>
<th>Mobile phone</th>
<th>Computer</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>93.1</td>
<td>19.1</td>
<td>77.6</td>
<td>92.3</td>
<td>10.8</td>
<td>1.5</td>
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<tr>
<td><strong>Location</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>90.7</td>
<td>18.6</td>
<td>71.6</td>
<td>90.1</td>
<td>4.2</td>
<td>0.8</td>
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<tr>
<td>Urban</td>
<td>99.7</td>
<td>20.4</td>
<td>93.8</td>
<td>98.2</td>
<td>28.7</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Wealth Quintile</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First (poorest)</td>
<td>66.8</td>
<td>10.1</td>
<td>22.3</td>
<td>72.8</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Second</td>
<td>99.9</td>
<td>16.5</td>
<td>80.0</td>
<td>93.6</td>
<td>1.4</td>
<td>1.2</td>
</tr>
<tr>
<td>Third</td>
<td>100.0</td>
<td>21.6</td>
<td>93.9</td>
<td>97.6</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>Fourth</td>
<td>100.0</td>
<td>25.5</td>
<td>98.2</td>
<td>99.5</td>
<td>10.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Fifth (richest)</td>
<td>100.0</td>
<td>23.5</td>
<td>99.7</td>
<td>100.0</td>
<td>47.6</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Note: This data set is based on Lao Social Indicator Survey II 2017 MICS.
Source: https://data.unicef.org/resources/eduview-education-dashboard/, downloaded 2020-10-06