



Lao People's Democratic Republic
Peace Independence Democracy Unity Prosperity

National Assembly

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EDUCATION LAW

(Amended)

Part I

General Provisions

Article 1 (amended) Purpose

This Law determines principles, regulations and measures related to management, monitoring, (and) inspection of education in order to achieve the standard, quality, and sustainability, ensuring that human resources are developed as citizens who are good, morally disciplined, knowledgeable, competent, employable, skilful, healthy, dedicated to preserving and promoting national and local fine arts, cultures and traditions, (and) able to be regionally and internationally integrated, which contributes to the national defence and construction.

Article 2 (amended) Education

Education is the process of teaching (and) learning theory and practice in natural sciences, social sciences, technology, and innovation in order to comprehensively develop human resources.

Article 3 (amended) Interpretation of Terms

The terms used in this law shall have the following meanings:

1. **Citizen** means Lao people, diasporas, foreigners, and stateless persons who reside in Lao PDR;
2. **Family** means father, mother or guardian of learners;
3. **Dishonesty** means prejudice, hypocrisy and insincerity;
4. **Measurement** means the process of collecting information on students' learning outcomes, which leads to the judgments of academic achievements by using various methods such as inspections, tests, examinations, and other means;

5. **Evaluation** means the application of the assessment results to justify academic achievements;
6. **The Educational Development Committee** means an organization that is responsible for both formal and non-formal educational developments in order to encourage, promote, and facilitate education for all and that consists of human resources from related stakeholders.

Article 4 (amended) Government Policy on Education

The state takes education one step ahead, being at the heart of human resource development, and promotes all genders, ages, and ethnicities to have access to education.

The state concentrates on expanding early childhood education, promotes hygiene, health, (and) basic nutrition at school, and regards compulsory education in public schools to be free.

The state increases investments in educational development for quality and equitable expansion while paying particular attention to creating, developing, and implementing policies for teachers, educational personnel, and learners in an appropriate manner.

The state encourages both individuals and legal entities, including organizations within and outside the country, to invest in educational development. This is particularly focused on technical and vocational education and training that meets established standards and quality. The state achieves this through various promotional policies, such as creating enabling conditions, introducing bank credit policies, and exempting or lowering taxes, duties, and other fees according to applicable laws and regulations.

Article 5 (amended) Principles of Education

The educational work shall be carried out in accordance with the following principles:

1. Align with policy directive, constitution, laws, national human resource development strategy, and periodic national socio-economic development plans;
2. Ensure three characters namely national character, scientific and modern character, and collectivistic character;
3. Follow five principles namely moral, intellectual, industrious, physical, and artistic education unitedly;
4. Ensure the learning to be continuous and in parallel with practice;
5. Ensure equality, correctness, transparency, openness, fairness and accountability;
6. Coordinate both formal and non-formal education, including family and societal education;
7. Ensure quality integrating with regional and international education.

Article 6 (amended) The rights of citizens in education

All citizens, regardless of their nationality, race, religion, ethnicity, gender, age, physical and socio-economic status, have the equal right to quality education, and lifelong learning in accordance with the law.

Article 7 (amended) The obligations of citizens towards education

All citizens have the obligation to encourage, promote and contribute funds, equipment, labour, and intelligence to develop quality education, including educating and helping learners, teachers and educational personnel.

Article 8 (amended) Scope of application of the law

Individuals, legal persons, and governmental and private organizations, both local and international, that operate and work on education in the Lao PDR are all subject to this legislation.

Article 9 (amended) International Cooperation

The state promotes the regional and international cooperation in relation to education by exchanging academics, science, technology, information and communication, research, teaching, and educational management to develop the education, and to comply with international conventions to which Lao PDR is a party.

Part II

The National Education System

Article 10 (new) The National Education System

The national education system includes:

1. Formal education;
2. Non-formal education.

Chapter 1

Formal Education

Article 11 Formal Education

Formal education refers to systematic and regular teaching and learning in schools, with scheduled time and curricular content that adheres to national educational standards.

Formal education consists of:

1. Early childhood education;
2. General education;
3. Vocational education;
4. Higher education.

Article 12 Early Childhood Education

Early childhood education refers to nursery education, which is the teaching and learning of children at early childhood educational schools with the goal of preparing them

for primary school by fostering their physical, intellectual, emotional, linguistic, and life skills development.

Article 13 Structure of Early Childhood Education

Early childhood education consists of:

1. Nursery level admits children aged from three-month old to under three-year old;
2. Kindergarten level admits children aged from three-year old to under six-years old.

The kindergarten level also comprises roleplay learning groups and pre-primary education classes.

Article 14 (amended) General Education

General education is the teaching learning of general basic knowledge with the goal of developing learners to fully equip with knowledge, ability, and skills in Lao language, mathematics, and/or any basic foreign language proficiency, as well as knowledge in natural science, social science, sports and physical affairs, arts, technologies and professions to them for vocational and higher education or employment.

Article 15 (amended) Structure of General Education

Structure of the general education includes:

1. Primary education level;
2. Lower secondary education level;
3. Upper secondary education level.

Details of each general education level are prescribed in a separate regulation.

Article 16 (amended) Vocational Education

Vocational education is the technical and vocational education and training that aims to train and develop vocational learners to be knowledgeable, capable, skilled, disciplined, professional, and employable.

Article 17 (amended) Structure of Vocational Education

Structure of the vocational education includes:

1. Basic vocational level;
2. Intermediate vocational level; and
3. Advanced vocational level.

Details of each vocational education level are prescribed in the Vocational Education Law.

Article 18 (amended) Higher Education

Higher education is the education that follows the upper secondary education or equivalency or vocational education to promote lifelong learning that aims to train and develop administrators, academia, specialists, researchers, and scientists.

Article 19 (amended) Structure of Higher Education

Structure of the higher education includes:

1. Bachelor's degree level;
2. Master's degree level;
3. Doctoral level.

Details of each higher education level are prescribed in the Higher Education Law.

Chapter 2 Non-Formal Education

Article 20 Non-Formal Education

Non-formal education is the teaching and learning that follows curricula and various levels similar to those used in formal education setting. However, the approach, timing and mode of teaching and learning shall be adaptable to the learners, and learning shall be carried out dually with basic vocational training.

Non-formal education consists of regular non-formal education and informal education.

Article 21 Regular Non-formal Education

Regular non-formal education consists of:

1. Literacy scheme;
2. Educational upgradation;
3. Basic vocational training.

Article 22 (amended) Literacy Scheme

The literacy scheme is the teaching and learning [programme] for disadvantaged groups of people and those who do not have access to school; it aims to guarantee that learners can listen, speak, read, and write the Lao language as well as do basic math.

Article 23 Educational Upgradation

Educational upgradation is the teaching and learning that occurs after students have finished the literacy programme in preparation for them to continue their education at the primary, secondary, or higher levels. It seeks to provide learners with higher scientific and technical knowledge and ability to improve their quality of life.

Article 24 Basic Vocational Training

Basic vocational training is the development of knowledge, skills, expertise, and attitude (of learners) in order to obtain work as well as the reskilling of professions with the goal of sustaining themselves and families.

Article 25 Informal Education

Informal education is the education whose contents are broad and limitless in scope. It also refers to self-learning and self-research in a variety of settings, including social medias with no restrictions on times [durations], contents, and locations. All citizens are encouraged [promoted] to pursue informal education.

Article 26 Forms of Teaching learning in Non-formal Education

Non-formal education has the following teaching and learning forms:

1. On-site teaching and learning;
2. Mobile teaching and learning;
3. Long-distance learning.

The teaching and learning in non-formal education including administration of each form is prescribed in a separate regulation.

Part III

Basic Education, Compulsory Education, and Lifelong Learning

Article 27 (amended) Basic Education

Basic education is the teaching and learning that learners undergo in order to receive fundamental knowledge that will allow them to work and live in society, and it serves as the basis for them to continue higher studies.

The state defines basic education as ranging from primary to lower secondary education.

Article 28 (amended) Compulsory Education

Compulsory education is the education that all citizens are required to pursue and complete.

The state defines the compulsory education as the completion of lower secondary schools.

Article 29 Lifelong learning

Lifelong learning is the integration between formal and non-formal education to support all individuals, both female and male, in acquiring lifelong learning [experience] in order to establish a knowledge-based society in response to development demands.

Part IV

Educational Institutions

Article 30 Educational Institutions

Educational institutions are places where teaching learning [activities], research, training, and practice take place in both public and private formal and non-formal education settings, such as centres, schools, colleges, institutes or academies, and universities.

Article 31 (amended) Types of Educational Institutions

The educational institutions are categorized as follows:

1. A place for early childhood education is called a nursery, child development centre, or kindergarten;
2. A place for teaching learning in general education is called an incomplete primary school, complete primary school, lower secondary school, upper secondary school, complete secondary school, and vocational secondary school;
3. A place for teaching learning in vocational education is called a training centre, school, college, and institute;
4. A place for teaching learning in higher education is called a college, institute or academy, and university;
5. A place for teaching learning in non-formal education is called a non-formal education centre established at various levels.

Each teaching learning place may be upgraded or altered pending approval from the Ministry of Education and Sports.

Article 32 Standards of Educational Institutions

The fundamental standards of the so-called public and private educational institutions shall have curricula, teaching and learning materials, teaching and non-teaching staffs, infrastructures, and facilities.

The standards of teaching and learning institutions, including educational ones of disabled learners, are prescribed in a separate regulation.

Article 33 (amended) Establishment of Educational Institutions

Individuals, legal persons or entities intending to establish an educational institution shall submit an application to the education and sports authority for consideration under this law, other laws, and related regulations.

The application for the establishment of both public and private educational institutions must be considered in accordance with the national socio-economic development plan, national human resource development strategy, and educational institution establishment standards set by the Ministry of Education and Sports.

The government approves the establishment of a university upon the Ministry of Education and Sports' proposal.

Establishment of a private educational institution shall have to follow the Investment Law, Enterprise Law, other laws, and related regulations.

The duration and standard for approving the establishment of educational institutions are set under separate regulations.

Article 34 (new) Expansion, Mergence, Separation and/or Upgradation of Educational Institutions

Public and private educational institutions intending to expand, merge, separate and/or upgrading the organization within their institutions must comply with terms and conditions, prepare necessary papers, and submit them to the education and sports authority in accordance with related regulations.

Article 35 (new) Suspension of Educational Institutions

Educational institutions shall be suspended in the following circumstances:

1. Request made by the educational institution or by individual, legal person or entity;
2. The educational institution has not been operating in accordance with its defined role, objective, and goal;
3. [The educational institution] has not improved or developed its education quality recommended by competent authority;
4. Others set in laws.

Article 36 (new) Dissolution of Educational Institutions

Educational institutions shall be dissolved in the following circumstances:

1. Violation of laws and related regulations;
2. No efforts made to improve and address [issues] identified;
3. Operational permit revoked;
4. Dissolution due to court ruling;
5. Request for voluntary dissolution by owners or individuals, legal individuals or entities;
6. Others set in laws.

Part V Educational Curriculum and Technology

Chapter 1 Educational Curriculum

Article 37 Educational Curriculum

The curriculum is a document which defines principles, educational aims, syllabi, teaching learning modalities at each level and programme, as well as assessment and evaluation of numerous disciplines to guarantee that learners have acquired knowledge, skills, intellectual abilities, and attitudes.

The curriculum comprises the national curriculum, local curriculum, and international curriculum.

Article 38 Curriculum Content

Educational curriculum content must have three characteristics and five educational principles and can be integrated regionally and internationally.

Contents of national curriculum shall be unified nationwide.

Local distinct identities, potentials, and remarkable wisdoms can be included into local curriculum with the Ministry of Education and Sports' approval.

International curricula are regulated in separate regulations.

Article 39 Curriculum Endorsement

The curriculum contents of formal and non-formal education at each level and stream must include equivalent standards and certifications approved by the Ministry of Education and Sports.

Curriculum standards and certifications across nations shall follow bilateral or multilateral agreements and be consistent with regional and international educational standards.

Article 40 (amended) Curriculum Development and Improvement

The Ministry of Education and Sports is responsible for developing and improving curricula for early childhood and general education.

Respective educational institutions are responsible for developing and improving vocational and higher education curricula in collaboration with relevant stakeholders, while adhering to national curriculum standards and responding to labor market needs, national socioeconomic development plans, and national human resource development strategies during each period. The Ministry of Education and Sports is the national body that approves developed and improved curricula.

Article 41 (amended) Curriculum Approval

Curricula at all levels, streams, and forms within national education system shall be approved and issued by the Ministry of Education and Sports.

Local curricula as stipulated in Article 38 of this law must be approved by Provincial or Capital Education and Sports Office upon agreement with the Ministry of Education and Sports.

Specialist curricula are designed for vocational and higher education in accordance with national curriculum standards. Relevant stakeholders are required to research specialist curricula and submit them to the Ministry of Education and Sports for approval.

Article 42 (amended) Study Duration

The study duration of all education levels and streams in the national education system must be in line with national curriculum standards to ensure the contents and quality of education.

The duration of teaching and learning at each level and stream of all educational institutions is specified in a separate regulation.

Article 43 Examination and Diploma Issuance

The Ministry of Education and Sports defines principles and rules concerning examinations; and issuances of diplomas of all levels and all streams under the central management of the Ministry of Education and Sports as well as the referencing of domestic and international diplomas.

Article 44 (amended) Teaching and Learning Language

Lao language and Lao script are the official languages for teaching learning in educational institutions.

Lao and Arabic numbers are used in teaching and learning beginning from primary education onwards.

Article 45 Teaching and Learning of Foreign Languages

Educational institutions can conduct teaching learning of any foreign languages. English language is a compulsory subject beginning in grade three of primary education onwards. Other languages are electives and dependent on local context and actual condition of educational institutions.

Chapter 2

Educational Technology

Article 46 (amended) Educational Technology

Educational technology is the systematic use of technological and innovative approaches in teaching and learning, training, research, and educational management.

Article 47 (amended) Production, Provision, Development, and Application of Educational Technology

Individuals, legal persons or organizations who intend to operate educational activities shall be encouraged to produce, provide, develop, and use educational and innovative technologies such as libraries, experiment rooms, laboratories, museums, planetariums, zoos, public parks, botanical gardens, science gardens, technology centres, information sources, and others that will sufficiently meet necessary requirements.

Part VI Learners

Article 48 (amended) Learners

Learners are those who are learning or conducting research at all levels, grades in formal and non-formal education of the national education system.

Learners are categorized into three types as follows:

1. Pupils who are learning in early childhood education, general education, basic and intermediate vocational education;

2. Students who are studying advanced vocational education, bachelor, master and doctorate levels;
3. Researchers who are doing research in a given topic in order to investigate natural and social scientific realities/facts.

Article 49 (amended) Learners Supported Scheme

Learners from poor families and disadvantaged groups, who are disabled, gifted or talented, particularly females and of ethnic origin, are entitled for supports in line with regulations.

Individuals, legal persons or organizations and society bear responsibility for assisting these learners in suitable way and creating an enabling environment for disabled learners to study alongside regular learners.

Article 50 (amended) Education for Learners with Problems

Learners with problems are those were jailed, re-educated, and rehabilitated.

The state is responsible for organizing and creating favourable conditions for learners with problems to acquire education and vocational training in an appropriate way as stipulated in related laws and regulations.

Article 51 (amended) Rights of Learners

Learners have the following right to:

1. be treated equally when learning, researching and pursuing advancement opportunities;
2. receive scholarships, recognition, and other benefits as outlined in regulations, including access to educational funds;
3. obtain universal health care and treatments for free according to regulations;
4. receive academic certificates and diplomas upon completion of studies;
5. be members of mass organizations according to regulations;
6. provide comments to teachers and relevant organizations on learning outcomes and behaviours, including involvement in school development activities;
7. receive free information and access to libraries and museums;
8. get student discounts for travels as defined in regulations;
9. exercise other rights as defined by laws.

Article 52 (new) Obligations of Learners

Learners are obligated to as follows:

1. respect and strictly obey laws and regulations on educations and concerned educational institutions;
2. respect and comply with precepts of teachers, parents or guardians and leaders;
3. self-develop to be knowledgeable, capable, ethical, and committed to studies and completed studies, including acquisition of knowledge and access to relevant information resources;

4. participate in activities of educational institutions including public activities;
5. protect educational institutions and educational equipment and teaching learning materials and other learning resources, including educational technologies and innovations;
6. show unity and assist one another in learning;
7. prevent and combat negative social phenomena in educational institutions and society;
8. fulfil other obligations as defined by law and regulations.

Part VII

Teachers and Educational Personnel

Chapter 1

Teachers

Article 53 Teachers

Teachers are instructors who teach, transfer knowledge, educate, conduct research, encourage and support learners in various modes.

Managing Civil teaching servants and teachers instructing at educational institutions affiliated with national defence, public security, and the private educational sector is prescribed in separate regulations.

Article 54 (amended) Standards of Teachers

The following standards require teachers to:

1. have commitments, correct political attitudes, and a strong desire to safeguard and protect the people's democratic regime;
2. comply with teachers' code of conduct;
3. be knowledgeable, competent, and skilful in teaching at each respective educational level;
4. possess teacher education diplomas or certificates and/or teaching licence;
5. be industrious in continued professional learning and self-development;
6. be healthy.

Article 55 Honorific and Academic Titles of Teachers

Teachers that have taught at educational institutions have honorific and academic titles as follows:

1. Honorific titles: national teachers and teachers of people;
2. Academic titles: experienced teachers, skilled teachers, specialized teachers, senior specialized teachers, associate lecturers, lecturers, associate professors, professors.

If required, the government may add or modify teacher honorific and academic titles.

Article 56 (amended) Rights of Teachers

Teachers have the following rights to:

1. be retrained and have knowledge upgrades related to teaching majors and pedagogical topics.
2. propose feedback and present own performance reports to school principals;
3. be protected their own rights, benefits, and dignity;
4. propose honorific and academic titles;
5. exercise other rights that are specified by laws.

Article 57 (amended) Duties of Teachers

Teachers have the following duties to:

1. make, improve and compile lesson plans and textbooks, prepare teaching learning equipment and materials, conduct research, and provide academic services to the society according to regulations;
2. carry out the teaching in compliance with curricula, majors, and professional experiences;
3. monitor, audit, measure, evaluate, and provide advice to learners continuously and fairly;
4. assist poorly performing learners, and support well performing or gifted learners;
5. participate in activities of educational institution and society;
6. collaborate with parents, guardians, the educational development committee, and other stakeholders when on duty;
7. strictly perform other duties as defined by law and assigned by organization;

Article 58 (new) Obligations of Teachers

Teachers have the following obligations to:

1. respect and strictly follow constitution, laws, national human resource development strategy, regulations pertaining to education and concerned educational institutions;
2. be a good role model, and maintain teacher honours and dignity;
3. treat learners fairly, respect, value, and protect the rights and legitimate interests of learners;
4. continually grow teaching professionals in order to have knowledge, competence, and right attitudes, as well as to be devoted to their teaching careers.
5. nurture and raise learners' awareness of appreciation of teachers, parents, guardians, leaders and sponsors as well as the love of the nation, culture and good national and local traditions;
6. utilize and maintain educational buildings, facilities, equipment and teaching learning materials;
7. maintain peace, orders, and cleanness of educational institutions;
8. fulfil other obligations as defined by laws.

Article 59 (new) Teacher's Code of Conduct

A teacher's code of conduct is a set of rules that every teacher must closely follow and respect in order to maintain dignity, professional enthusiasm, be well-mannered with learners, be a leading role model, and be self-developed ethnically towards their own, profession, organization, people, and society.

A teacher's code of conduct is defined in separate regulations.

Article 60 Teachers' Benefits

In-service teachers are entitled to remuneration, professional development, academic benefits, livelihood and social status, as well as the right to take leave, retire, and receive other benefits under applicable laws and regulations.

Individuals, legal persons, organizations, and societies whether public and private, and local and international, all contribute to aiding and facilitating on-duty teachers.

Article 61 Training and Development of Teachers

Teacher training and development must ensure quantity and quality in accordance with educational standards designed to foster (self-developmental) attitude and patriotism.

Educational institutions, organizations, societies, communities and relevant sectors create favourable conditions for teachers to receive continuing retraining and professional development.

Chapter 2

Educational Personnel

Article 62 (amended) Educational Personnel

Education personnel are those who work in an office, organization, and educational institution, whether public or private, and manage, administrate, audit, direct, assist, and facilitate teaching and learning.

Educational personnel's standards are regulated in Law on Civil Servants, other laws, and relevant regulations.

Article 63 (amended) Rights and Duties of Educational Personnel

Education personnel have the following rights and duties to:

1. perform duties within the scope of work assigned by organizations and be responsible to an immediate educational institution;
2. be retrained and upgraded professionally and in other associated jobs;
3. provide comments on educational development;
4. facilitate and provide services in accordance with laws;
5. collaborate with parents, guardians, the educational development committee, and other stakeholders when on duty;
6. participate in institutional and societal activities;
7. exercise other rights and duties in accordance with laws.

Article 64 (new) Obligations of Educational Personnel

Educational personnel possess the following obligations to:

1. respect and strictly follow constitution, laws, national human resource development strategy, and regulations on education;

2. keep confidential of institution and protect collective benefits;
3. maintain peace and order of educational institutions;
4. be a good role model, and keep educational personnel's value and dignity;
5. fulfil other obligations as defined by laws.

Article 65 (amended) Educational Personnel's Benefits

Education personnel are entitled to remuneration and other benefits when on duty, academic and professional development, livelihood and social status, as well as the right to take leave and retire under applicable laws and regulations.

Article 66 Training and Development of Educational Personnel

Education and sports, as well as other sectors, promote and create a favorable environment for educational personnel in public and private educational institutions to receive comprehensive training, upgrade, and develop their professions for future personnel replacement purposes and in response to periodic educational needs.

Chapter VIII

Educational Quality Assurance and National Qualifications Framework

Chapter 1

Educational Quality Assurance

Article 67 Education Quality Assurance

Educational quality assurance is a process of identifying standards, monitoring, evaluating, and auditing quality assurance in public and private education through internal and external quality assurance mechanisms for accreditation and certification of educational outcomes, which aim to build trust for societies, communities, and guardians as well as to attract learners' interest in studies and to align educational outcome standards with regional and international ones.

Article 68 (new) Principles of Educational Quality Assurance

The quality assurance shall be carried out in accordance with the following principles:

1. quality of learners is priority;
2. objectivity and accuracy, as well as information and evidence are obtained as a basis for all work;
3. fairness, transparency, and traceability are guaranteed;
4. quality assurance is compulsory, regular, continuous and periodic in order to get better quality;
5. all stakeholders are required to take part in quality assurance processes;
6. quality of teachers, curricula, infrastructure and facilities are guaranteed.

Article 69 (amended) Educational Quality Assurance Mechanisms

Mechanisms of educational quality assurance consists of internal and external quality assurance as defined below:

1. Internal quality assurance refers to the monitoring and evaluation of quality based on standards established by the Ministry of Education and Sports, and it is conducted by educational institutions;
2. External quality assurance refers to the monitoring, evaluation, and auditing of quality based on standards established by the Ministry of Education and Sports or international assessment bodies; assessors are external and independent of the educational institutions being examined.

Methodologies of internal and external quality assurance are defined in separate regulations.

Chapter 2

National Qualifications Framework

Article 70 (amended) National Qualifications Framework

National qualifications framework sets each educational qualification level by defining learning domains of knowledge, skills, and experiences of learners by level and it serves the following purposes:

1. to support lifelong learning;
2. to support further study within levels and streams of schooling, assessment of students' learning outcomes using a set of defined accrediting standards (criteria) that connect with regional and international ones.
3. to create transparency in recognizing qualifications of diploma holders, referencing and certifying skills and recognition of prior learning;
4. to instill trust in the national educational system and educational qualifications obtained in order to facilitate comparisons of learning outcomes and referrals to future study both locally and globally.

Article 71 (amended) Definition of National Qualifications Framework

The Ministry of Education and Sports in collaboration with line ministries and other concerned organizations defines principles, methodologies, and contents of the national qualifications framework and submits to the government for consideration.

Part IX

Investment in Education

Chapter 1

Public Investment

Article 72 (amended) Public Investment

Public investment is the provision of funds for human resource development, infrastructure building, vehicles, equipment and supplies, teaching learning materials, and other educational facilities with the goal of developing educational work including hygiene, health, and nutrition.

Article 73 (amended) Funding resources

The main funding resources for education are from:

1. state budgets;
2. educational development funds;
3. assistance from communities, individuals, legal entities, families, and local and foreign organizations;
4. other legal funding sources.

Article 74 (amended) Budget of Education and Sports sector

The state prioritizes and raises the percentage of the yearly national budget allocated to education and sports by at least 18 percent. Regular budgets for public education and sports are calculated on a unit-by-cost basis. The national and local governments are responsible for allocating funds in a rigorous, legal, and procedural manner.

Article 75 (amended) Fees and Service Charges by Public Educational Institutions

Except for compulsory education, public educational institutions' fees and service charges are in accordance with applicable legislation of fees and charges.

Chapter 2

Private Investment

Article 76 (amended) Private sector investment

Local and international individuals, legal entities, and private organizations that invest in education are encouraged to establish educational institutions at various levels, provide teaching learning in accordance with the national education system, and use curricula approved by the Ministry of Education and Sports to provide services to society under the law.

The state defines principles, rules, and policies pertaining to organization and operation, and management of private educational institutions.

Article 77 (new) Service Charges and Tuitions in Private Educational Institutions

Service charges and tuitions in private educational institutions under state control are determined by individual institutions and must be communicated to students, parents, or guardians prior to the start of each semester.

Chapter 3

Joint Investment

Article 78 (new) Joint Investment Between the Public and Private Sectors

Joint investment is a joint business between the public and private sectors with a contract to carry out construction projects, infrastructure enhancement projects, or technical support initiatives for societies.

Article 79 (new) Conditions and Procedures on Joint Investment

Conditions and procedures on joint investment between the public and private sectors are regulated in separate regulations.

Chapter 4

Educational Promotion Fund

Article 80 (new) Educational Promotion Fund

The Educational Promotion Fund is a governmental fund intended to accumulate and deploy funding from the public and private sector, both locally and internationally and in many ways. The goal is to ensure that there are sufficient, sustainable, and accessible finances to promote education throughout the country.

Article 81 (new) Resources of Educational Promotion Fund

Sources of the educational promotion fund are from:

1. state contribution;
2. public and private educational institutions' contribution;
3. contribution from individuals, legal persons, development partners, and organizations, both locally and internationally;
4. incomes from organizing activities;
5. other incomes legally generated.

Article 82 (new) Management and Use of Educational Promotion Fund

Management and use of the educational promotion fund must be transparent and auditable regulated by Law on State Budget, other laws, and relevant regulations.

Management and use of the fund is regulated in separate regulations.

Part X

Responsibility of Society and Family for Education

Article 83 (amended) Responsibility of Society

Communities and civil society organizations are responsible for contributing funds and materials to educational development, as well as maintaining and renovating educational institutions in various forms, including promotion of education.

Business units and other entrepreneurs are responsible for collaborating, supporting, and enabling teachers and learners to carry out research projects and study tours, as well as do internship at business establishments. Their responsibility also creates conditions and provides support to learners at the working age to get employed as defined in related laws.

Mass media is responsible for advocating and disseminating education in various forms within its enabling conditions and capacities.

Article 84 (amended) Responsibility of Family

Families are responsible for contributing intelligence, funds, vehicles, materials, teaching learning materials, construction, maintenance, and renovation of educational institutions together with educational development committee, educational institutions and teachers to create favourable conditions for children to receive good education. Families are also responsible for taking part in activities and educating children to become good citizens of the nation.

With regards to compulsory education, families are responsible for encouraging, supporting and facilitating school-age children to attend school and complete their studies without dropping out.

Part XI Prohibitions

Article 85 (amended) General Prohibitions

Individuals, legal entities, or organizations are prohibited from:

1. impeding educational efforts and operation;
2. abusing powers and positions for personal gain, family, relatives and friends;
3. making efforts that compromise dignity or roles of teachers, educational personnel, and institutions;
4. launching exaggerated education propaganda;
5. servicing intoxicants, narcotics, unlawful gambling, entertainment, and making loud sounds in the area and vicinity of educational institutions;
6. using unauthorized educational symbols, uniforms and stamps of educational management authorities;
7. disobeying nation's fine traditions and customs;
8. advertising and promoting pornography in educational institutions that harm the nation's fine traditions and customs;
9. engaging in any behaviours that are against laws.

Article 86 (amended) Prohibitions for Educational Institutions

Educational institutions are prohibited from:

1. selling, buying, advertising, and promoting alcoholic beverages and narcotics, as well as non-quality foods and drinks;
2. transferring and exchanging buildings or land use rights and other assets with individuals, legal entities or other organizations without permission from education and sports authorities;

3. using educational institutions as business establishments which will affect teaching and learning;
4. setting fees, service charges, and tuitions that are not in accordance with applicable laws and regulations and/or without permission from education and sports authorities;
5. engaging in any behaviours that are against laws.

Article 87 Prohibitions for Learners

Learners are prohibited from:

1. violating regulations of educational institutions;
2. giving bribes to teachers and educational personnels;
3. cheating in learning, vocational training, examination, and test;
4. associating with, selling, buying, and using narcotics, alcoholic beverages, pornographies, all kinds of gambling in educational institutions, and other settings such as restaurants, snookers, game shops, and nightclubs or pubs, as well as wearing student's uniform in these mentioned places;
5. having inappropriate relationships that defies laws, and regulations of educational institutions and national and local fine traditions and customs;
6. possessing forbidden weapons, bombs, and chemical substances;
7. creating groups, clans to disturb and cause disorders in educational institutions and societies;
8. engaging in any behaviours that are against laws.

Article 88 (amended) Prohibitions for Teachers

Teachers are prohibited from:

1. being irresponsible for teaching;
2. abusing their position to accept or give bribes for their personal gain, families, relatives, and friends;
3. misusing public objects, things, and assets for personal benefits;
4. misappropriating public objects, things, and assets for ownership;
5. distorting curriculum contents, making extra courses obligatory;
6. cheating in deliveries of teaching and learning, vocational training, examination and test;
7. using violence against learners, such as beatings, scolding, cruelty and prejudice;
8. breaking solidarity or causing disruption in educational institutions, and society;
9. disclosing or transmitting indecent materials;
10. referring to, selling, buying, or using drugs as well as engaging in all kinds of illegal gambling;
11. wearing teacher uniforms at nightclubs, pubs or other improper settings;
12. advertising and marketing alcoholic beverages at educational institutions;
13. having inappropriate relationships or encouraging learners to violate laws, and educational institutions' rules and regulations, as well as national and local fine traditions and customs;
14. engaging in any behaviours that are against laws.

Article 89 (amended) Prohibitions for Educational Personnel

Educational personnel are prohibited from:

1. being irresponsible for their duties;
2. being corrupt, abusing their positions, accepting and giving bribes, disclosing confidentiality for personal gain, family, relatives, and friends;
3. misusing public objects, things, and assets for personal benefits;
4. cheating in deliveries of teaching and learning, vocational training, examination, and test;
5. building cliques, groups in favour of breaking solidarity or causing disruption in educational institutions, and society
6. selling, buying, involving in narcotics and all kinds of illegal gambling;
7. having inappropriate relationships that violate laws, and educational institutions' rules and regulations and that are against national and local fine traditions and customs;
8. disclosing or transmitting indecent materials;
9. advertising and marketing alcoholic beverages at educational institutions;
10. engaging in any behaviours that are against laws.

Article 90 (amended) Prohibitions for Families

Families are prohibited from:

1. being unsupportive, being prejudiced against their children or dependants' ability to receive education;
2. persuading their children to behave in improper ways;
3. exploiting their dependants' labour, which will interfere with their studies;
4. encouraging and inciting children or learners to drop out of school;
5. giving bribes to teachers and educational personnels;
6. engaging in any behaviours that are against laws.

Part XII Educational Advisory Council

Article 91 (amended) Educational Advisory Council

The Educational Advisory Council is a non-permanent body that provides advice on policies and participates in educational development.

The Educational Advisory Council is appointed by the Prime Minister based on the recommendation of the Minister of Education and Sports, and has the Ministry of Education and Sports' Cabinet Office as its Secretariate.

Article 92 (new) Structure of Educational Advisory Council

The Educational Advisory Council consists of:

- | | |
|---|-------------------|
| 1. Vice Prime Minister | Chairperson; |
| 2. Minister of Education and Sports Permanent | Vice Chairperson; |
| 3. Deputy Minister of Education and Sports | Member; |
| 4. Deputy Minister of Related Ministries | Member; |
| 5. Representative of Association of Private Education | Member; |

- | | |
|---------------------------------------|---------------------------------|
| 6. Senior Experts | Member; |
| 7. Representative of Related Agencies | Member; |
| 8. Chief of Cabinet Office | Member and Head of Secretariat. |

The Educational Advisory Council's members are subject to change based on the Prime Minister's appointment.

The Educational Advisory Council's mandates are stipulated in a separate regulation.

Part XIII

Educational Management and Inspection

Chapter 1

Educational Management

Article 93 Educational Management Organizations

The government manages the education nationwide in a centralized and unified manner by mandating the Ministry of Education and Sports to be directly responsible for education and sports, as well as to take the lead in collaboration with line ministries, agencies, local administrative authorities, educational development committees, and other concerned stakeholders.

The Educational Management Organizations consist of:

1. Ministry of Education and Sports;
2. Provincial, Vientiane Capital Education and Sports Services;
3. District, City Education and Sports Bureau;
4. Educational Institutions.

Article 94 (amended) Rights and duties of the Ministry of Education and Sports

In educational management, the Ministry of Education and Sports has the rights and duties as follows:

1. Study and develop policies, laws, strategic plans and regulations concerning education for government's consideration;
2. Interpret policies, laws, strategic plans and regulations concerning education into plans, programs, projects and put into practice;
3. Publicize and disseminate policies, laws, strategic plans, regulations, plans, programs, projects concerning education;
4. Issue ministerial decrees, orders, instructions and notices concerning the management and administration of education;
5. Create and develop curricula, materials, teaching and learning materials in each period, and physical facilities, as well as guide organizations of training, and applications;
6. Guide the implementation of compulsory education and illiteracy eradication, including educational upgradation associated with basic vocational training;
7. Define the educational standards and educational institutions' standards;
8. Upgrade, train, use, manage teachers and educational personnel;

9. Manage universities, institutes, and other educational institutions according to regulations;
10. Study and consider the establishment, suspension or dissolution of educational institutions under its management;
11. Manage, use, and maintain lands, buildings, and other establishments belonging to the education and sports sector and under its management;
12. Guide, monitor, encourage, and evaluate the implementation of action plans, programs, and projects concerning education;
13. Receive, consider, and resolve complaints concerning education;
14. Coordinate with state organizations and other organizations concerning education;
15. Cooperate with foreign countries in the region and beyond concerning education;
16. Regularly summarize and report implementation results concerning education to the government;
17. Exercise other legitimate rights and perform other duties according to laws.

Article 95 (amended) Rights and Duties of Provincial, Capital Department of Education and Sports Services

In education management, the Provincial, Capital Department of Education and Sports Services have rights and duties within the given mandates as follows:

1. Interpret policies, laws, strategic plans and regulations concerning education into plans, programmes, and projects, as well as put them into practice;
2. Publicize and disseminate policies, laws, strategic plans, regulations, plans, programmes, and projects concerning education;
3. Implement of compulsory education, illiteracy eradication, and educational upgradation in combination with basic vocational training;
4. Submit of the plan on upgrading, training, and using teachers and educational personnels;
5. Manage colleges, upper secondary schools, complete secondary schools, and other educational institutions according to regulations;
6. Study and consider the establishment, suspension or dissolution of educational institutions;
7. Manage, recruit, and allocate teachers and educational personnels;
8. Guide, encourage, monitor, and evaluate the implementation of plans, programmes, and projects concerning education;
9. Receive, consider, and resolve complaints concerning education;
10. Coordinate with state organizations and other organizations concerning education;
11. Cooperate with foreign countries in the region and beyond concerning education as assigned;
12. Summarize and report the result of the implementation concerning education to the Ministry of Education and Sports and Provincial/Capital administration committees regularly;
13. Exercise other legitimate rights and perform other duties according to laws.

Article 96 (amended) Rights and Duties of District, City Education and Sports Bureau

In education management, the District, Municipal Offices of Education and Sports have rights and duties within the given mandates as follows:

1. Implement policies, laws, strategic plans, legislations, plans, programs, and projects concerning education;
2. Disseminate policies, laws, strategic plans, legislations, plans, programs, and projects concerning education;
3. Implement compulsory education, illiteracy eradication, and educational upgradation in combination with basic vocational training;
4. Submit the plan on upgrading, training, use of teachers and educational personnels;
5. Manage early childhoods educational institutions, primary schools, lower secondary schools, and other educational institutions according to regulations;
6. Study and consider the establishment, suspension or dissolution of educational institutions;
7. Manage, recruit, and allocate teachers and educational personnels;
8. Guide, encourage, monitor, and evaluate the implementation of plans, programmes, and projects concerning education;
9. Receive, consider, and resolve complaints concerning education;
10. Coordinate with state organizations and other organizations concerning education;
11. Summarize and report the result of the implementation concerning education to the Provincial, Capital Department of Education and Sports Services and District/City administration committees regularly;
12. Exercise other legitimate rights and perform other duties according to laws.

Article 97 (amended) Rights and Duties of Educational Institutions

In education management, the educational institutions have rights and duties in according within the given mandates as follows:

1. Interpret and implement of policies, laws, strategic plans, and regulations concerning education;
2. Issue regulations about management and administration based on its specification;
3. Deliver teaching-learning that ensure quality, cover all designed curricula content in line with three characters and five principles of education, conduct scientific research, and certify educational outcomes according to learners' levels;
4. Provide academic services to societies and communities in various forms based on real capacities;
5. Conduct the self-assessment, formulate the institutional development plan, and develop the teaching learning and personnel to assure the quality;
6. Mange and improve their own organizations to be strong, effective, and efficient;
7. Manage, use, maintain, repair buildings/institutions, equipment, teaching and learning materials, and facilities according to regulations;
8. Collect and manage fees, service charges, and tuitions according to laws and regulations;
9. Consider the admission and recruitment of teachers, educational personnels, and learners according to plans;
10. Appreciate and discipline against teachers, educational personnels and learners according to regulations;
11. Ensure equal treatment among learners, protect legitimate rights and benefits of teachers, educational personnels, and learners;
12. Prevent and combat social negative phenomena, and create good and safe environments, as well as preserve and promote national and local fine traditions and customs;

13. Coordinate and cooperate with local authorities, civil society organizations, communities, guardians, parents' associations, educational development committees, local and international organizations, and other relevant sectors to promote teaching and learning activities, and educational management - administration;
14. Monitor and evaluate the educational performance, summarize and report to higher authorities regularly;
15. Exercise other legitimate rights and perform other duties according to laws.

Article 98 (new) Rights and Duties of Local Authorities

In education management, local authorities have rights and duties within the given mandates as follows:

1. Publicize and disseminate policies, laws, strategic plans, regulations concerning education;
2. Allocate budgets and arrange venues, schools, and teaching-learning equipment for schools;
3. Guide and lead people in encouraging and mobilising to send school-age children to schools and complete compulsory education, as well as receive vocational training;
4. Assist, take care, and allocate teachers in a sufficient number for actual needs as well as create enabling conditions for teachers assigned to perform and complete their tasks in difficult areas;
5. Exercise other rights and perform other duties according to laws.

Article 99 (new) Rights and Duties of Education Development Committee

In education management, the education development committee have rights and duties within the given mandates as follows:

1. Publicize and disseminate policies, laws, strategic plans, regulations concerning education;
2. Create plans, programs, projects and activities to develop education in its area;
3. Encourage and mobilise parents, guardians, and communities to send school-age children to school and complete compulsory education without dropping out of school, as well as encourage jobless people to receive vocational training;
4. Encourage and promote communities and societies to contribute funds and equipment as well as maintain and repair buildings and learning settings;
5. Exercise the rights and perform other duties according to laws.

Article 100 (amended) Rights and Duties of Sectors and Other Relevant Stakeholders

In education management, other sectors and relevant stakeholders have rights and duties to coordinate and cooperate with the education and sports sector at its level in planning, budget allocation, investment, and infrastructures, as well as arrange and maintain educational institutions and equipment; assist, facilitate, monitor, and evaluate to ensure education quality according to their mandates and responsibilities.

Chapter 2 Education Inspection

Article 101 (amended) Education Inspection Organization

The Education Inspection Organization consists of:

1. Internal inspection organization is the same organization as the educational management organization as specified in Article 93 of this law.
2. External inspection organization is the National Assembly, Provincial People's Council, State Inspection Organizations at each level, State Audit Organization, Lao Front for National Construction, Lao Veterans Federation, Mass Organizations, mass media, and people.

Article 102 (amended) Substance of Inspection

The inspection on education shall have the main substance as follows:

1. The implementation of policies, laws, strategic plans, regulations, plans, programs and projects concerning education;
2. The organization and operation of the education and sports sector;
3. Responsibilities, behaviours and working methodologies of teachers and educational personnels;
4. Activities of education entrepreneurs;
5. The use of budgets and finance of the education and sports sector;
6. The implementation of international conventions and treaties on education to which the Lao PDR is a signatory;
7. Other necessary substances.

Article 103 (amended) Inspection Formality

Education inspection is conducted in three different formalities as below:

1. Regular inspection which is an inspection conducted on a regular basis at a certain period;
2. Notified inspection is an inspection out of the plan and deemed necessary. Thus, it is necessary to inform the inspected in advance;
3. Sudden inspection is an urgent inspection with no advance notification to the inspected.

Part XIV

National Teacher's Day, Logo, Uniform, and Seal

Article 104 (amended) National Teacher's Day

The state picks the 7th of October as the national teacher's day, which is a public holiday for teachers, educational personnels, and learners.

All sectors, both public and private, Lao Front for National Construction, Lao Veterans Federation, Mass Organizations and civil society organizations together with people celebrate the Teacher's Day in commemoration of the good deeds of teachers.

Article 105 (amended) Logo, uniform and Seal

Education Management Organizations have its logo, uniform of teachers, educational personnels and uniform of students, and its seal to be used for official purpose.

The logo, uniform, and seal are prescribed in separate regulations.

Part XV
Incentives towards Persons with Outstanding Performance and Measures against Offenders

Article 106 (amended) Incentives towards Persons with Outstanding Performance

Individuals, legal entities or organizations with outstanding achievements in the enforcement of this law shall be subject to praise and receive incentives according to regulations.

Article 107 (amended) Measures against Offenders

Any individuals, legal persons or organizations that violate this law is subject to get educated, warned, disciplined, and fined as well as to compensate the damages under civil procedural cases, or punished according to criminal law.

Part XVI
Final Provisions

Article 108 Implementation

The government of the Lao People's Democratic Republic shall be responsible for executing this law.

Article 109 (amended) Effectiveness

This law shall enter into force on the 4th of April 2025 after the date of the promulgating decree issued by the President of the Lao People's Democratic Republic, and published in the national official gazette.

This Education Law replaces the Education Law No. 62/NA, dated on 16 July 2015.

President of the National Assembly
(Signed and Seal)
Dr. Saysomphone PHOMVIHANE