



**Lao People's Democratic Republic**

**Peace Independence Democracy Unity Prosperity**

**NATIONAL STRATEGY AND PLAN OF ACTION  
ON INCLUSIVE EDUCATION  
2011-2015**

Ministry of Education and Sports

2011

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## National Strategy and Plan of Action on Inclusive Education 2011-2015

### ACRONYMS

DESB	District Education and Sports Bureau
DHE	Department of Higher Education
DOF	Department of Finance
DOI	Department of Inspection
DOP	Department of Organization and Personnel
DPC	Department of Planning and Cooperation
DPEA	Department of Physical Education and Art
DPPE	Department of Preschool and Primary and Preschool Education
DSA	Department of Student Affairs
DSE	Department of Secondary Education
DTT	Department of Teacher Training
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
ESDF	Education Sector Development Framework
ESITC	Education Statistics and Information Technology Centre
ESQAC	Educational Standards and Quality Assurance Centre
GER	Gross Enrolment Rate
IEAWN	Inclusive Education and Advancement of Women Network
IEC	Inclusive Education Centre
IVET	Integrated Vocational Education and Training
LDPA	Lao Disabled People's Association
LFNC	Lao Front for National Construction
LTU	Lao Trade Union
LWU	Lao Women's Union
LYU	Lao Youth Union
MOE	Ministry of Education
MOF	Ministry of Finance
MOFA	Ministry of Foreign Affairs
MOH	Ministry of Health
MOIC	Ministry of Information and Culture
MOJ	Ministry of Justice
MOLSW	Ministry of Labor and Social Welfare
MOPS	Ministry of Public Security
MOPWT	Ministry of Public Works and Transport
MPI	Ministry of Planning and Investment
NA	National Assembly
NCEFA	National Commission on Education for All
NCMC	National Commission for Mother and Child
NDMC	National Disaster Management Committee
NDMO	National Disaster Management Office
NFE	Non-Formal Education
NGO	Non-Governmental Organization
MOHA	Ministry of Home Affairs
PES	Provincial Education and Sports Services
RIES	Research Institute for Education Sciences
SREAC	Strategy Research and Education Analysis Center
TEI	Teacher Education Institution
TVET	Technical Vocational Education and Training

# **NATIONAL STRATEGY AND PLAN OF ACTION ON INCLUSIVE EDUCATION 2011-2015**

## **I. INTRODUCTION**

The Government of Lao PDR issued decree No. 509/PM on 07 December 2010 to adopt and promulgate the National Policy on Inclusive Education to complement and reinforce the implementation of the National Plan of Action on Education for All 2003-2015, the National Education System Reform Strategy for 2006-2015, the Education Sector Development Framework 2009-2015 and the Education Development Plan 2011-2015. These documents, taken together, guide the equitable provision of quality education in order to reduce and eventually eliminate disparities in access to education of disadvantaged groups, especially girls and women, ethnic groups, people with disabilities and people in socio-economic difficulty.

The successful implementation of such a policy requires the development of a National Strategy and Plan of Action on Inclusive Education, focusing on addressing all barriers to accessing education of good quality by creating friendly, safe, and protective environments for all learners, without discrimination, and by encouraging learners, families, and communities to be involved effectively in learning; developing an education system that is continuously adapting to the needs of the individual learner rather than the learner adapting to the needs of the school; and ensuring that all learners are both “included” in the classroom and “included” in quality learning.

## **II. SITUATION OF EDUCATION IN LAO PDR**

Based on the report of the implementation of the 2009-2010 Education Development Plan, it was found that the development of national education has shown substantial progress. The number of children attending pre-primary schools and kindergartens has reached 95,974 (47,835 girls; 48,139 boys). There are 8,968 primary schools, of which 5,129 are complete primary schools. The net enrolment rate in primary school is 92.7% (91.7% for girls, 93.7% for boys), and the gross enrolment in lower secondary school is 60.2% (55.5% for girls, 64.6% for boys). The Government’s budget allocation to the education sector as a percentage of total government expenditure is 15.44%. Gender equity in education has also shown gradual improvement; the gender parity index for children aged 6-10 is 0.98. At the same time, there has been a greater expansion of the private sector in education which covers 3.5% of the total number of students.

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Despite these achievements in implementing the National Plan of Action for Education for All, a number of challenges remain. Of special importance is the disparity in enrolment, repetition, drop-out, and completion rates between males and females, among ethnic groups, between non-poor and poor districts, and between urban areas, rural areas with road access, and rural areas with no road access. The higher the level of education, the larger the disparity; for example, the net enrolment rate for primary education in non-poor districts is 95.1% compared to 88.1% in the poorest districts; the drop-out rate is 6.3% compared to 7.6%; the repetition rate is 11.9% compared to 17.2%; and the survival rate to grade 5, 73.1% compared to 68.3%. Also, the gender parity index in lower secondary education is 0.86 and in upper secondary education, 0.82; the number of students in vocational and technical education is 14,009 (4,809 females; 9,200 males) and in higher education, 101,954 (41,883 females; 60,071 males). In 2007-2008, only 4,569 children with disabilities or approximately 4% of all school-aged children with disabilities<sup>1</sup> were actually enrolled in preschools, primary and secondary education and receiving appropriate assistance from trained teachers.

The results of the National Literacy Survey conducted in 2001 also showed disparities between genders and different ethnic groups. The national literacy rate for the 15-59 age group was 45% for men and 30% for women. But the differences were even larger by language family: 56% for men and 48% for women of the Lao-Tai language family, 36% for men and 23% for women of the Mon-Khmer language family, 26% for men and 16% for women of the Sino-Tibetan language family, and 39% for men and 12% for women of the Hmong-lu-Mien language family.

Other learners excluded from education include street and working children, orphans, victims of trafficking and violence, pregnant girls and young mothers of school age, and children infected/affected by HIV and AIDS and in conflict with the law, either in jails or in drug rehabilitation programmes.

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<sup>1</sup> Based on global surveys, it is estimated that the number of people with disabilities is 10% of the world's population of which 4% are people with severe disabilities. In 2007-2008 the number of children in Lao PDR of primary and secondary school age was 1,135,000; therefore, it is estimated that those with disabilities could total 113,500.

### III. CAUSES OF EXCLUSION IN EDUCATION

Some key factors causing the above disadvantaged groups to be excluded from education are:

- the low quality of education with teachers lacking experience and motivation, the lack of relevance to local needs of curricula and teaching-learning materials, and the lack of facilities and services
- some beliefs and traditions which hinder the education of girls, people with disabilities and other disadvantaged groups
- poverty which makes education unaffordable for many families; e.g., children are required to assist the family in farming and foraging
- scattered and remote settlements making the provision of education services to all areas and access to education by rural populations difficult
- the difficulties faced by ethnic children who do not speak Lao in understanding the content taught at schools, which is one of the causes of the high repetition and drop-out rates in grades 1-3
- some legislation which is not responsive to the needs of girls, women, ethnic groups, people with disabilities and people in socio-economic difficulty
- the limited capacities of human resources and institutions to support inclusive education and weak coordination among concerned sectors
- weak mechanisms for data collection and analysis on the educational status of disadvantaged groups, especially the lack of disaggregated data by gender, ethnicity, disabilities, wealth quintiles, etc., which are needed for effective planning, monitoring and evaluation
- limited investment in educational development in general, and for the education of excluded groups in particular.

#### IV. TARGETS OF INCLUSIVE EDUCATION

The main purpose of the National Strategy and Action Plan on Inclusive Education is to contribute toward achieving the goals and targets derived from the National Plan of Action on Education for All 2003-2015, the National Education System Reform Strategy for 2006-2015, the Education Sector Development Framework 2009-2015 and especially the Education Development Plan 2011-2015, **with a special focus on addressing disparities and ensuring gender parity, parity among ethnic groups and between districts in all education indicators and meeting the needs of learners with disabilities:**

- a) Ensure 39% of children 3-5 years old, **especially girls from poor ethnic communities and children with disabilities**, have access to community-based school readiness programmes, crèches, pre-primary education, and pre-primary attached classes.
- b) Achieve a primary net enrolment rate (NER) of 98%, a net intake rate for primary grade 1 of 100%, and a survival rate to grade 5 of 95%, **with gender parity**, by 2015.
- c) Achieve lower and upper secondary gross enrolment rates of 75%, **with gender parity**, by 2015.
- d) Ensure access to Technical and Vocational Education and Training (TVET) for at least 50,000 students, **with 50% of the students being female and 20% from poor families**.
- e) Increase access to higher education and teacher education, **with 50% of the students being female and 20% from poor families**.
- f) Increase the literacy rate for women aged 15-40 to 93% in 2015.
- g) Ensure that **all principles of inclusive education**, especially human rights, child rights, gender equality, equality among ethnic groups, and the equality of opportunity for people with disabilities, are **mainstreamed** into all dimensions and levels of the education system; i.e., human resource development; recruitment and promotion policies; the development of curricula and teaching-learning materials; and school management and classroom practices by 2015.
- h) Ensure that by 2015 **at least 12% of schools and educational institutions in each province, at all levels and fields, are equipped with necessary resources to provide quality education to learners with different learning needs;** e.g., female, ethnic groups, people with disabilities and people in socio-economic difficulty.
- i) Ensure that by 2015, at least 30% of children with mild disabilities are enrolled in Grades 1–9.

## V. STRATEGIC PRINCIPLES

For the successful implementation of the National Policy on Inclusive Education, the following strategic principles, which cut across all proposed action areas, will be applied:

- a) **Acknowledgement** of inclusive education as a systematic and continuing process of addressing the diverse needs of all learners by reducing barriers to and within the learning environment and ensuring the full inclusion of these learners in the education system;
- b) **Institutionalization/mainstreaming** of inclusive education within all levels and sub-sectors of the national education system, including strengthening inclusive components of existing programmes;
- c) **Decentralization of authority and accountability, including capacity-building and awareness-raising, to** those responsible for realizing the right to education at lower administrative levels of relevant sectors and within the community to help them to analyze and understand the causes of exclusion and develop locally appropriate solutions to address educational exclusion.
- d) **Cooperation and networking**, to ensure that all inclusive education stakeholders, including mass organizations, civil society organizations/non-governmental organizations, local communities, and international development partners work together effectively and efficiently and share good practices in regard to inclusive education.
- e) **Empowerment of women and girls, ethnic people, people with disabilities and their custodians and other disadvantaged groups** to ensure that they play an active decision-making role in the planning and implementation of inclusive education programmes.
- f) **Development of innovative approaches** to provide quality education to disadvantaged groups.



## National Strategy and Plan of Action on Inclusive Education 2011-2015

### VI. NATIONAL STRATEGIES AND PLAN OF ACTION ON INCLUSIVE EDUCATION 2011-2015

For easy reference, the following Strategies and Plan of Action on Inclusive Education are listed in accordance with the nine strategic areas in the approved National Policy on Inclusive Education No. 1170/MOE dated 29 November 2010 and endorsed by the Prime Minister's Decree No. 509/PM dated 7 December 2010.

Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
<b>Strategy 1: Continue to create friendly social environments at all levels of the system through advocating for social awareness and non-discrimination and developing of quality standards for inclusive education, especially in regard to values, traditions and attitudes towards women, ethnic groups, people with disabilities and other disadvantaged groups.</b>						
<b>Total budget for Strategy 1</b>				<b>1,884,338</b>	<b>434,995</b>	<b>2,319,333</b>
1. Organize public campaigns to raise awareness and understanding on the importance of education, the right to education of all Lao citizens and the duties of society in realizing this right, and to prevent discrimination and violence against women, ethnic people and people with disabilities in families, the education system and society in general.	2011-2015	1.5 Access/Inclusive Education	IEC, MOIC, Ethnic Affairs Committee, National Commission for People with Disabilities, Lao Disabled People's Association NCAW, NCEFA, NCMC, mass organizations (LWU, LYU, LTU), LFNC, local administrations, education administrators and other concerned sectors at all levels, MOH, VEDC	244	56	300
2. Disseminate relevant legislation, concepts, and definitions to create a common understanding of inclusive education nationwide.	2011-2015	1.5 Access/Inclusive Education	Same as above	244	56	300

<sup>2</sup> See Annex 1

## National Strategy and Plan of Action on Inclusive Education 2011-2015

Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
3. Provide quotas, scholarships and other necessary support to women, ethnic people, people with disabilities and other disadvantaged groups to increase enrolment and reduce disparities in achievement at all levels and fields of education.	2011-2015	1.1 Access/Reduce cost barriers 1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education 1.7 Access/Secondary-TVET-Higher education 3.5 Governance/Pro-poor financing	DOF, DOP, IEC, concerned line departments, PESS, DESB	1,648,033	380,445	2,028,478
4. Review regulations of schools, education centers and other educational institutions to ensure greater access to education for girls and women, ethnic people, people with disabilities and other disadvantaged groups, e.g. allowing people with disabilities to study in various education institutions, including teacher education; create enabling environments and provide options to facilitate pregnant students to remain in a school of their choice and return to this school following childbirth.	2012	1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education 1.7 Access/Secondary-TVET-Higher education	Line departments, DOP, IEC, educational institutions, MOLSW, LAO DISABLED PEOPLE'S ASSOCIATION	74	17	91
5. Develop and revise teaching-learning materials of all levels and fields of education to include frequent and more positive references to women, ethnic groups, people with disabilities and other disadvantaged groups.	2011-2015	1.5 Access/Inclusive Education 2.1 Quality/Curricula	RIES, Institute for Linguistic Researches, IEC, concerned line departments, universities, MOH	235,595	54,387	289,982

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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
6. Raise the ethical standards of teachers and use all kinds of education to eradicate negative attitudes and stereotypes in regards to women, ethnic groups, people with disabilities and other disadvantaged groups.	2011-2015	1.5 Access/Inclusive Education 2.1 Quality/Curricula 2.2 Quality/Teacher education	DTT, DOP, RIES, concerned line departments, IEC, NCAW, local administrations at all levels	42	10	52
7. Mainstream inclusive education principles into education quality standards for all levels and fields of education, in both public and private schools, and improve the system of measuring achievement for graduates of grades 5, 9 and 12.	2011-2015	1.5 Access/Inclusive Education 2.5 Quality/School-students	ESQAC, RIES, DOI, DOP, DPPE, DSE, concerned line departments, IEC	106	24	130
<b>Strategy 2: Implement a policy abolishing registration and tuition fees in public primary and lower secondary schools</b>						
<b>Total budget for Strategy 2</b>				<b>1,213,393</b>	<b>280,109</b>	<b>1,493,502</b>
8. Implement nationwide the MOE decree on abolishing all registration and other fees at primary and lower secondary levels in public schools.	2011-2015	1.1 Access/Reduce cost Barriers 1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education	DOF, DPPE, DSE, PESS, DESB, DOI, IEC	162	38	200
9. Implement the guidelines for the proper administration of block grants to define expenditure categories and ensure transparency in the use of funds.	2011-2015	1.1 Access/Reduce cost Barriers 1.5 Access/Inclusive Education 3.5 Governance/Pro-poor financing	DOF, DPPE, DSE, IEC	232	54	286
10. Provide block grants to schools to offset the loss of their income from the abolition of fees, giving priority to 56 educationally disadvantaged districts.	2011-2015	1.1 Access/Reduce cost Barriers 1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education	DOF, DP, DPPE, DSE, IEC	1,212,998	280,018	1,493,016

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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
<b>Strategy 3: Create an enabling environment to ensure all children have access to primary education and strive to reduce repetition and drop-out rates by expanding crèches, preschools and pre-primary classes attached to primary schools linked to the development of school readiness standards; upgrading incomplete primary schools in remote locations by instituting systematic programmes of multi-grade teaching and mobile teachers; providing extra support to teachers of grades 1-3 to ensure student mastery of literacy and numeracy; and adapting school calendars and schedules to suit local conditions.</b>						
<b>Total budget for Strategy 3</b>				<b>1,320,833</b>	<b>304,911</b>	<b>1,625,745</b>
11. Develop a comprehensive national Early Childhood Care and Development policy for children aged 0-6, to ensure their good health and nutrition, appropriate physical, mental, emotional and social development and readiness for successful learning in primary schools.	2011	1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education 1.6 Access/ECD	DPPE, NCMC, MOH, MOJ, LWU	317	73	390
12. Educate parents/guardians, especially new mothers, on proper maternal and child health and nutrition, child care and cognitive stimulation, including the prevention and mitigation of disabilities.	2011-2015	1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education 1.6 Access/ECD	DPPE, DSE, NFE, NCMC, MOH, MOJ, LWU and other concerned sectors	275	64	339
13. Expand crèches, kindergartens, pre-schools and pre-primary attached classes where possible, and where not possible, experiment with community-based school readiness programmes for five year olds to ensure access to at least two years of quality early childhood care and education programmes.	2011-2015	1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education 1.6 Access/ECD 2.1 Quality/Curricula	DPPE, RIES, Institute for Linguistic Research, MOH, IEC	150,684	34,785	185,469
14. Focus on developing the child's personality and character – a sense of self, confidence, courage, quick-thinking, language competence, coexistence, respect for diversity, self-organized and critical thinking, .	2011-2015	1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education 1.6 Access/ECD 2.1 Quality/Curricula	DPPE, RIES, IEC, MOH	475	110	585

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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
15. Upgrade incomplete primary schools to complete schools offering all five grades using systematic multi-grade teaching, including the provision of pre-service and in-service teacher training on multi-grade approaches, the revision of teachers' guides and teaching curricula and the provision of teaching-learning materials adapted to multi-grade teaching and incentives to multi-grade teachers.	2011-2015	1.2 Access/Reduce repetition-drop outs 1.5 Access/Inclusive Education 2.2 Quality/Teacher training 2.3 Quality/Teacher deployment 2.4 Quality/Teacher incentives	DPPE, DTT, RIES, IEC, DOP, DOF	263,455	60,818	324,273
16. Build new primary and lower and upper secondary schools as needed and establish "basic education cycle schools" by adding lower secondary education to existing complete, well-functioning primary schools to expand education access to students in remote areas. Build/improve safe, healthy, and culture- and gender-sensitive and disability accessible boarding facilities to enable students from remote villages to attend secondary school.	2011-2015	1.2 Access/Reduce repetition-drop outs 1.4 Access/Targeted financing 1.5 Access/Inclusive education 1.7 Access/Secondary-TVET-Higher education	DPPE, DSE, DOF, DP, IEC, NCAW, NCMC, MOH	904,571	208,818	1,113,390

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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
17. Deploy experienced teachers to teach grades 1-3 with special training in the developmental needs of young children and the teaching of initial literacy, ensure these students receive adequate instructional hours, provide extra support to low performing students and pay special attention to female students, students with disabilities and ethnic students who do not speak Lao by maintaining the student-to-teacher ratio of 25:1 should be maintained.	2011-2015	1.2 Access/Reduce repetition-drop outs 2.1 Quality/Curricula 2.2 Quality/Teacher training 2.3 Quality/Teacher deployment 2.4 Quality/Teacher incentives	DOP, DTT, RIES, Institute for Linguistic Research, IEC	158	37	195
18. Develop various alternative education approaches to provide education and eradicate illiteracy among girls and women, ethnic people, people with disabilities and other disadvantaged groups; these include self-study, community learning centers, distance education and non-formal equivalency programmes of equal quality.	2011-2015	1.5 Access/Inclusive Education	DPPE, DSE, NFE, RIES, IEC	812	188	1,000
19. Adjust educational calendars and schooling schedules to suit local agricultural production cycles to increase enrolment, while ensuring that the teaching-learning objectives as set forth in the national curriculum are met.	2011-2015	1.5 Access/Inclusive Education	DPPE, DSE, PESS, IEC	84	20	104
<b>Strategy 4: Continue to reform curricula and provide learning and teaching materials supportive of inclusive education at all levels of the system and suitable to the special needs of all learners, particularly girls, women, ethnic children, learners with disabilities, those living in remote areas, and people of especially vulnerable populations; especially important is to improve the teacher training curriculum -- both pre-service and in-service -- to raise awareness, promote values and attitudes and teaching skills supportive of inclusive education.</b>						
<b>Total budget for Strategy 4</b>				<b>4,057</b>	<b>937</b>	<b>4,994</b>

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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
20. Integrate inclusive education concept into the curricula/materials development process to meet the special needs of students and train curriculum developers and textbook writers to ensure a greater focus on inclusion. Provide teaching and learning materials which have explicit reference to human and child rights, gender equity, the diversity and richness of the nation's ethnic mix, and the acceptance of different abilities of all people in the society.	2011-2015	2.1 Quality/Curricula 2.2 Quality/Teacher training	RIES, IEC, concerned line departments and other sectors	422	98	520
21. Simplify the national curriculum of all subjects to make them more flexible and easily adaptable to the needs and ability of all learners.	2011-2015	2.1 Quality/Curricula	RIES, DPEA, concerned line departments, IEC, National Committee for Sports and Physical Culture, TEIs and other sectors	211	49	260
22. Train teachers to increase their awareness and understanding of the basic rights of learners, age-appropriate development, the management of diverse classrooms, the assessment of the special needs of learners and the factors affecting their learning, appropriate teaching techniques and assistance especially for learners from ethnic groups and learners with disabilities, and the prevention and the reduction of repetition and drop out rates.	2011-2015	2.2 Quality/Teacher training	DTT, education faculties of universities, TEIs, IEC, concerned line departments	1,180	272	1,452

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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
23. Improve strategies and approaches for effective Lao language teaching to, and learning by, ethnic students, such as an intensive course in Lao prior to entry to primary school as part of a school readiness programme, the use of ethnic languages and cultures to help explaining the lessons and improve learning, the development of Lao-ethnic phrase books and other teaching-learning materials for ethnic students grades 1-3, the provision of intensive basic training in relevant ethnic languages to teachers assigned to teach in ethnic communities where needed.	2012-2015	1.5 Access/Inclusive Education 2.1 Quality/Curricula 2.2 Quality/Teacher training 2.3 Quality/Teacher deployment 2.4 Quality/Teacher incentives	RIES, DPPE, DTT, TEIs, education faculties of various universities, Institute for Linguistic Research, DOP, IEC	741	171	912
24. Develop local curricula content and teaching-learning materials relevant to the needs of the learners, focusing on skills useful for their lives, including their livelihoods, cultures and languages.	2011-2015	2.1 Quality/Curricula	RIES, DPEA, NFE, concerned line departments, MOLSW, Education Development Committees at all levels, IEC	211	49	260
25. Improve and expand the implementation of the progressive promotion, together with development of an adequate system of support to students at risk of failure and integrate the progressive student assessment methodology into teacher training curriculum.	2011-2015	1.2 Access/Reduce repetition-drop outs	DPPE, RIES, DTT, Education faculties of universities, TEIs	1,292	298	1,590



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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
<b>Strategy 5: Ensure that schools and boarding facilities of all levels of education, i.e., from preschool to higher education, are healthy, safe, and protective places for girls, women, ethnic children, learners with disabilities, those living in remote areas, and people of especially vulnerable populations in terms of both adequate infrastructure and an environment based on high moral standards, and promote the physical and mental health and nutrition of their teachers and learners through the provision of school meal programmes, nutritional supplements, and other health services.</b>						
<b>Total budget for Strategy 5</b>				<b>1,108,905</b>	<b>255,988</b>	<b>1,364,893</b>
26. Continue to develop and expand the School of Quality concept into all levels and fields of education; provide appropriate supports to schools, education centers and institutions to assess and meet the needs of learners; conduct teacher self-reflection towards an inclusive school ethos.	2011-2015	1.5 Access/Inclusive Education 2.5 Quality/School-Students performance	Concerned line departments, ESQAC, MOPS, MOH, IEC	2,801	647	3,448
27. Review management regulations of schools, education centers, institutions, and boarding facilities in all levels and fields of education to ensure a safe and protective environment for disadvantaged groups; eliminate abusive and risky behaviors; eliminate discrimination and abuse against female learners, ethnic learners and learners with disabilities; and promote equity and unity, preserve cultures and welcome diversity.	2011-2015	1.5 Access/Inclusive Education 2.5 Quality/School-Students performance 3.2 Governance/District-School	DOP, DOI, concerned line departments, MOPS, MOH, local administrations, IEC, Lao Disabled People's Association	158	37	195
28. Ensure that the construction of schools, centers and institutions, including boarding facilities meet the standards defined by Ministry of Education and Sports.	2011-2015	1.4 Access/Targeted financing 1.5 Access/Inclusive Education	DOF, DOP, DOI, local administrations, IEC	742,539	171,414	913,953

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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
29. Train education administrators, teachers and students on disaster risk assessment and the development of disaster preparedness, reduction, and response plans.	2011-2015	2.1 Quality/Curricula 3.2 Governance/District-School	DOP, line departments, RIES, MOE Cabinet, NDMO/NDMC	454	105	559
30. Implement, monitor and evaluate components of the National Policy on School Health Promotion, such as the provision of school meals, immunization, vitamin supplements and deworming; the promotion of the School-Led Total Sanitation approach; the provision of adequate water and sanitation facilities, garbage disposal systems; and the training of teachers in the screening of their students' health and nutrition problems.	2011-2015	1.5 Access/Inclusive Education 2.1 Quality/Curricula 2.5 Quality/School-Students performance	SREAC, IEC, concerned line departments, MOE Cabinet, MOH, DOI	362,545	83,693	446,238
31. Implement life-skills based curricular/extra-curricular activities and provide teaching-learning materials on reproductive health, the prevention of HIV/AIDS and other sexually transmitted diseases, nutrition, health education, the prevention of UXO risks and road accidents, disaster risk reduction and prevention, etc.	2011-2015	1.5 Access/Inclusive Education 2.1 Quality/Curricula	DPPE, DSE, DTT, RIES, MOH, MOPS, people living with HIV/AIDS	406	94	500

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Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
<b>Strategy 6: Guarantee appropriate facilities and services to people with disabilities by providing them assistive devices where needed and specialist technical assistance leading to their inclusion in regular schools. Special schools should be maintained only for students with complex disabilities.</b>						
<b>Total budget for Strategy 6</b>				<b>111,929</b>	<b>25,838</b>	<b>137,767</b>
32. Revise and improve the construction standards issued by Ministry of Education and Sports to enable easy access to all education centers and institutions, including pathways, boarding facilities and toilets, for learners with disabilities in accordance with the.	2012-2015	1.4 Access/Targeted financing 1.5 Access/Inclusive Education	DOF, concerned line departments, DOI, educational institutions, IEC, MOPWT, Lao Disabled People's Association	(See No. 30) -	(See No. 30)	(See No. 30)
33. Improve teaching methods and develop curricula and teaching-learning materials at all levels and fields of education to meet the special needs of learners with physical, intellectual, cognitive, and developmental disabilities, such as the use of Braille, recordings, sign language, etc. Further develop sign language and textbooks in Braille to cover the key contents of various subjects of all levels and fields of education.	2012-2015	2.1 Quality/Curricula 2.2 Quality/Teacher training	RIES, DTT, concerned line departments, universities, Special schools/MOH, IEC, Lao Disabled People's Association	845	195	1,040
34. Establish a procedure for diagnosing and assessing education needs of children with disabilities, including the early detection of various types of disabilities and the establishment of referral systems with local health care providers.	2012-2015	1.5 Access/Inclusive Education	Educational institutions, concerned line departments, MOH, IEC, Lao Disabled People's Association	106	24	130

## National Strategy and Plan of Action on Inclusive Education 2011-2015

Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
35. Equip education institutions with specialized equipment; e.g. equipment for testing students' eyesight and hearing, Braille printers, personal assistive devices, etc.	2012-2015	1.5 Access/Inclusive Education	DOF, IEC, MOH, MOLSW	98,835	22,816	121,651
36. Establish special schools and education centers where possible to provide education for learners with serious and complex disabilities to prepare them for participation in general education.	2012-2015	1.4 Access/Targeted financing 1.5 Access/Inclusive Education	DOF, IEC, MOH, National Commission for People with Disabilities, Lao Disabled People's Association	3,461	799	4,260
37. Train teachers, in both in-service and pre-service programmes, to better respond to the needs of learners with disabilities, including training of teachers on special education.	2012-2015	2.2 Quality/Teacher training	DTT, universities, concerned line departments, IEC	8,154	1,882	10,036
38. Use resource centers, special schools and their specialized teachers to assist teachers with learners with disabilities included in their regular classrooms.	2012-2015	2.2 Quality/Teacher training	IEC, DTT, universities, concerned line departments, Lao Disabled People's Association	528	122	650
<b>Strategy 7: Promote the recruitment and deployment of teachers in ways supportive of inclusive education by ensuring that more women, members of ethnic groups, and people with disabilities are recruited as civil servants and teachers. Train, upgrade and provide necessary technical assistance to teacher educators, education administrators, pedagogical advisors, teachers and staff at all levels in implementing inclusive education. Strengthen data collection and analysis mechanisms to better understand factors inhibiting inclusion and use the data to improve planning, monitoring and evaluation of inclusive education.</b>						
<b>Total budget for Strategy 7</b>				<b>26,328</b>	<b>6,078</b>	<b>32,406</b>
39. Recruit, deploy and provide professional development opportunities to women, members of ethnic groups and people with disabilities as teachers and civil servants more equitably according to existing standards and criteria	2012-2015	2.2 Quality/Teacher training 2.3 Quality/Teacher deployment 2.4 Quality/Teacher incentives	DOP, DTT, DHE, DTVET, universities, IEC, MOHA, PESS, DESB, Lao Disabled People's Association, LWU			

### National Strategy and Plan of Action on Inclusive Education 2011-2015

Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
40. Train, employ, and deploy quality teachers and provide incentives to these teachers according to existing policies to encourage teachers especially female ethnic teachers to go back and teach in their hometowns.	2012-2015	2.2 Quality/Teacher training 2.3 Quality/Teacher deployment 2.4 Quality/Teacher incentives	DOP, DTT, IEC, MOHA, PESS, DESB	(-See No. 16) -	(-See No. 16)	(-See No. 16)
41. Use graduates from secondary schools and universities, both male and female, as volunteer teaching assistants as needed.	2012-2015	2.2 Quality/Teacher training 2.3 Quality/Teacher deployment 2.4 Quality/Teacher incentives	DOP, DTT, universities, IEC, MOHA, PESS, DESB, TEIs, DSA	1,869	431	2,300
42. Improve induction procedures to reinforce inclusive education attitude and skills of new teachers.	2011-2015	2.2 Quality/Teacher training	DOP, DTT, IEC, PESS, DESB	203	47	250
43. Develop guidelines, training, and deployment strategies for mobile teachers to conduct teaching-learning in remote areas where the establishment of more formal schools is not feasible.	2011-2015	1.2 Access/Reduce repetition-drop outs 2.2 Quality/Teacher training 2.3 Quality/Teacher deployment 2.4 Quality/Teacher incentives	DOP, DTT, IEC, MOHA, PESS	2,063	476	2,539
44. Strengthen and provide adequate funding to the school cluster system and pedagogical advisors to promote inclusive education and improve collaboration among member schools leading not only to an increase in quality across all of them but also a decrease in the gap between the best- and the least-performing schools in the cluster.	2011-2015	3.2 Governance/District-School	DOF, DPPE, PESS, DESB, local administrations	19,145	4,420	23,565

## National Strategy and Plan of Action on Inclusive Education 2011-2015

Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
45. Ensure that teacher educators have practical experience in the level of education for which they are training their students and fully understand, support, and can implement the principles and practices of inclusive education (especially teacher educators with experience in the areas of disabilities and language learning).	2011-2015	2.2 Quality/Teacher training	DTT, IEC, concerned line departments, Lao Disabled People's Association	169	39	208
46. Study and provide training/orientation on relevant legislation, plans and on-going technical support to reinforce the attitudes, values, and skills necessary for inclusion to those responsible for promoting and implementing inclusive education, both within and outside education sector from central to local levels.	2011-2015	1.5 Access/Inclusive Education	DOP, concerned line departments, IEC, other concerned sectors, PESS, DESB, local administrations	211	49	260
47. Strengthen the Education Management Information System's (EMIS) focus on inclusive education by ensuring that its data collection and analysis processes gather and disaggregate data by gender, ethnicity, disabilities, poverty levels, etc.	2012-2015	3.3 Governance/EMIS	ESITC, IEC, DOS/MPI, PESS, DESB, education institutions	2,140	494	2,634

## National Strategy and Plan of Action on Inclusive Education 2011-2015

Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
48. Build the capacity of concerned stakeholders at all levels, both within and outside the education sector, in data collection and analysis to better understand factors inhibiting access to education by women, ethnic people, people with disabilities and other disadvantaged groups and use this information for the development of more effective inclusive education.	2012-2015	3.3 Governance/EMIS	DOP, ESITC, IEC, SREAC, Cabinet, Lao Disabled People's Association	528	122	650
<b>Strategy 8: Promote the participation and involvement of other local stakeholders, e.g. Education Development Committees, social and business organizations of both public and private sectors in implementing the National Policy on Inclusive Education.</b>						
<b>Total budget for Strategy 8</b>				<b>4,584</b>	<b>1,058</b>	<b>5,642</b>
49. Improve inclusive education networks both within and outside the education sector, from central to local level, to coordinate the implementation, monitoring and evaluation of the National Policy, Strategy and Plan of Action on Inclusive Education	2011-2015	1.5 Access/Inclusive Education 2.5 Quality/School-Students performance 3.1 Governance/Central-provincial 3.2 Governance/District-School 3.3 Governance/EMIS 3.6 Governance/Sector monitoring	IEC, IEAWN, Lao Disabled People's Association	253	59	312
50. Strengthen the roles and promote the participation of organizations representing people with disabilities, such as associations of people with disabilities, associations of parents/guardians of children with intellectual disabilities and others in the development of the education system, curriculum and other services for people with disabilities.	2011-2015	1.5 Access/Inclusive Education 2.1 Quality/Curricula 3.1 Governance/Central-provincial	IEC, RIES, DTT, National Commission for People with Disabilities, MOLSW, MOH, PESS, DESB	106	24	130

### National Strategy and Plan of Action on Inclusive Education 2011-2015

Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
51. Strengthen the collaboration of schools, communities, village education development committees and local administration authorities to advocate for parents to send their children to school, proactively identify and enrol children out of school, help them learn and complete basic education, and continue to vocational education and higher levels of education.	2011-2015	1.3 Access/Private-Community participation 1.5 Access/Inclusive Education 3.2 Governance/District-School	DPPE, DSE, DTVET, DHE, IEC, DTT, PESS, DESB	4,062	938	5,000
52. Promote the greater involvement of community leaders and parents in supporting the school and its teachers and in designing and implementing local curriculum content that is responsive to the need of learners and the community.	2011-2015	1.3 Access/Private-Community participation 1.5 Access/Inclusive Education 2.1 Quality/Curricula 3.2 Governance/District-School	DPPE, DSE, NFE, DPEA, DTT, IEC, PESS, DESB	-	-	-
53. Disseminate information about innovative teaching approaches and support, with official recognition to those who make an active contribution to promoting inclusive education.	2012-2015	1.5 Access/Inclusive Education 2.5 Quality/School-Students performance	DOP, IEC, concerned line departments, RIES, MOICT, PESS, DESB, local administrations	162	38	200



## National Strategy and Plan of Action on Inclusive Education 2011-2015

Priority areas of action	Implementation period	Related programmes and projects under the 2011-2015 Education Sector Development Plan <sup>2</sup>	Responsible parties	Estimated budget (million kip)		
				Government	Others	Total
<b>Strategy 9: Gradually increase the budget for and investment in the education sector, inclusive education in particular, and mobilize needed funds from communities, international organizations, the private sector, and foundations as well as from other domestic and international sources.</b>						
<b>Total budget for Strategy 9</b>				<b>244</b>	<b>56</b>	<b>300</b>
54. Ensure a budget allocation to the education sector in general to reach 18% of the national budget as mandated by the Education Law as rapidly as possible, with a special focus on ensuring adequate funds to meet the additional costs of achieving genuinely inclusive education.	2011-2015	1.5 Access/Inclusive Education 3.5 Governance/Pro-poor financing	MOE, MOF, MPI, NA, PESS, local administrations	244	56	300
55. Promote the participation of the private sector and non-governmental organizations in the provision of quality education , especially education for excluded, disadvantaged groups	2011-2015	1.3 Access/Private-Community participation	MOE, MOFA, MPI, MOHA,			-

## VII. FINANCIAL REQUIREMENT AND FUNDING SOURCES

As detailed in part VI above, the financial requirements for the implementation of the National Strategy and Plan of Action on Inclusive Education can be summarized as follow:

	<b>Government</b>	<b>Others</b>	<b>Total (in million kip)</b>
<b>Policy area 1</b>	1,884,338	434,995	2,319,333
<b>Policy area 2</b>	1,213,393	280,109	1,493,502
<b>Policy area 3</b>	1,320,833	304,911	1,625,745
<b>Policy area 4</b>	4,057	937	4,994
<b>Policy area 5</b>	1,108,905	255,988	1,364,893
<b>Policy area 6</b>	111,929	25,838	137,767
<b>Policy area 7</b>	26,328	6,078	32,406
<b>Policy area 8</b>	4,584	1,058	5,642
<b>Policy area 9</b>	244	56	300
<b>GRAND TOTAL</b>	<b>5,674,611</b>	<b>1,309,970</b>	<b>6,984,582</b>

Since the budget for the implementation of the National Strategy and Plan of Action on Inclusive Education is part of the overall budget presented in the Education Sector Development Plan 2011-2015, the funding sources are:

1. The government budget allocation to the MOE and related departments
2. Provincial budget allocation to Provincial Education Services
3. Grants and loans from development partners
4. Resources from international organizations and non-governmental organizations
5. A special budget allocation from the Namtheun II project

## VIII. IMPLEMENTATION ARRANGEMENTS

### 1. All concerned parties, both within and outside education sector

- to ensure that the contents of the National Strategy and Plan of Action on Inclusive Education are implemented and integrated into their respective action plans according to the delegation of their roles and tasks outlined in Part VI of this document.

### 2. Inclusive Education and Advancement of Women Network

- to coordinate with all concerned to monitor, evaluate and report regularly to the Minister of Education on the results of the implementation of the National Strategy and Plan of Action on Inclusive Education.

### 3. Ministry of Education and Sports

- to take the leading role in coordinating with different ministries, ministry equivalent agencies, local administrations, Provincial Education Services, District Education Offices and all sectors concerned to ensure the effective implementation of the National Strategy and Plan of Action on Inclusive Education.
- to report the results of the implementation of inclusive education to the Government regularly through the National Commission on Education Reform.

### 4. National Commission on Education Reform

- to supervise, encourage and monitor the translation of the National Policy on Inclusive Education into practice by different ministries, equivalent committees, local administrations and relevant sectors.

**Annex 1: EDUCATION SECTOR DEVELOPMENT PRIORITIES FOR 2011-2015**

**1 EXPAND EQUITABLE ACCESS TO EDUCATION SERVICES**

- 1.1 Reducing Cost Barriers for Education
- 1.2 Reducing Repetition and Dropout
- 1.3 Enabling Greater Private and Community Participation
- 1.4 Targeted Physical Resource Mobilization
- 1.5 Facilitating Enrolment, Progression and Completion of all Unreached Learners through Inclusive Education
- 1.6 Facilitating Access to Early Childhood Education
- 1.7 Increasing Enrolment in Upper Secondary, Upper Secondary Vocational Education, Post-secondary Technical Colleges, and Higher Education

**2 IMPROVE QUALITY AND EFFICIENCY OF EDUCATION SERVICES**

- 2.1 Curriculum Reform and Instructional Materials Provision
- 2.2 Pre and In-Service Teacher Training and Staff Development
- 2.3 Equitable Teacher Deployment and Distribution
- 2.4 Teacher Performance, Remuneration and Incentives
- 2.5 Improved School and Student Performance Monitoring

**3 IMPROVE EDUCATION SECTOR GOVERNANCE AND PERFORMANCE MANAGEMENT**

- 3.1 Strengthening Central and Provincial Planning and Monitoring Systems
- 3.2 Enhanced District and School Management Systems
- 3.3 Strengthening Governance, Regulatory and Information Systems
- 3.4 Strengthening Education Management and Human Resources
- 3.5 Implementing Pro-poor Education Financing Strategies
- 3.6 Operational Strategies for Improved Results in Sector Monitoring
- 3.7 Realignment of Performance Monitoring Systems

## Annex 2: DEFINITION OF TERMS

**“Inclusive education”**<sup>3</sup> means the provision of quality education that is continuously and appropriately adapted to the characteristics, capabilities and diverse needs of all learners. It focuses on addressing barriers to accessing education of good quality by creating friendly, safe, and protective environments for all learners, without discrimination, and encouraging learners, families and communities to be involved effectively in learning.

**“Educational calendar”** means the schedule of school activities defined within a particular academic year.

**“Gender equality”**<sup>4</sup> occurs when men and women have equal value and opportunities in political, economic, and socio-cultural affairs; in families; and in national security, defense and international cooperation as stipulated in the Constitution and laws of the Lao PDR.

**“Gender roles”**<sup>5</sup> are the socio-cultural relationships between women and men that are developed in our societies and our cultures through socialization and education in the family, school, religion and environment. Gender roles are different from place to place, community to community and over time.

**“Discrimination against women”**<sup>6</sup> refers to all forms of discrimination, barriers, or gender-induced restrictions which affect the recognition of women by society in terms of the realization of their rights, gender equality, and freedom in political, economic, cultural, social and other affairs.

**“Ethnic groups”**<sup>7</sup> are groups of people who share a common spoken language, have a shared historical background and cultural basis and believe they originate from a common ancestry.

**“People with disabilities”**<sup>8</sup> are those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

**“Assistive devices”** are all equipment that support people with disabilities to be able to perform activities in their daily lives, such as wheel chairs and lift chairs, canes, glasses, hearing aids, artificial limbs, etc.

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3 Adapted from the 48th International Conference on Education on Inclusive Education (2008) and from the ‘Approach, Scope and Content’ of Inclusive Education in the Conclusions and Recommendations of the 48th session of the International Conference on Education (ICE) on Inclusive Education, Geneva 2008

4 The Law on Development and Protection of Women, 2006, Article 13.

5 Gender in Development, Lao Women’s Union, 2000

6 Convention on the Elimination of All Forms of Discrimination against Women, National Commission for Promotion of Advancement of Women, page 3.

7 49 ethnic groups in Lao PDR, Ethnic Affairs Committee, National Assembly, 2009

8 (Draft) Decree on People with Disabilities, Article 2

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**“People with socio-economic difficulties”**<sup>9</sup> are those who live in poverty and lack the necessities for the development of their abilities; this includes orphans and abandoned children, sexually abused people, victims of human trafficking and labor exploitation, refugees and migrants, those who are affected by HIV/AIDS, chronically ill patients, people involved in the justice system including the accused and those who are serving in prisons, and others.

**“Poor people” and “poor families”**<sup>10</sup> refer to individuals or families that have an average income of less than 180,000 kip per month per person (for rural areas) or less than 240,000 kip per month per person (for urban areas).

**“Education location”**<sup>11</sup> is the location where teaching-learning takes place, in both formal and non-formal education settings, which includes schools, education centers and institutions.

**“Learner”**<sup>12</sup> is a person undertaking learning or study at all levels of education in both formal and non-formal education systems.

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9 Adapted from the definition of “the child who needs special protection” in the Law on Protection of the Rights and Benefits of Children, Article 2.

10 Prime Minister’s Decree on Poverty and Development Standards for 2010-2015, No. 285/PM, dated 13 October 2009, Articles 2-3.

11 Education Law, 2007, Article 23

12 Education Law, 2007, Article 34