

BEQUAL

Education Innovation Fund



Presentation and results
of the 15 projects

WHAT IS THE BEQUAL EDUCATION INNOVATION FUND (BEIF)?

Basic Education Quality and Access in Lao PDR (BEQUAL) is a ten-year program led by the Lao Government, with support from the Australian Government and the European Union. BEQUAL aims to help more girls and boys of primary school-age, particularly those experiencing disadvantage, achieve functional literacy and numeracy and acquire life skills.



One of BEQUAL's strategies to improve participation in, and access to, primary education was to pilot new and innovative activities that could strengthen provincial, district, school and community capacity to manage, coordinate and implement new education activities at the local level.

The BEIF was established to encourage new thinking and innovative activities that can positively impact on the delivery of basic education.

The idea was to work with the Ministry of Education and Sports and other agencies at the provincial and/or district levels to pilot new approaches to see if they are successful and suitable for scaling up. A successful innovation or small-scale success can be expanded and have a positive impact on more schools and children.

The BEIF fund awarded grants to government units, agencies, NGOs and the private sector. The grants ranged from AUD 30,000 to AUD 165,000 and were implemented over a period of 14 to 34 months.

Presentation of the different grants

Pedagogical Innovation

Pages 6 to 17

Performance Management

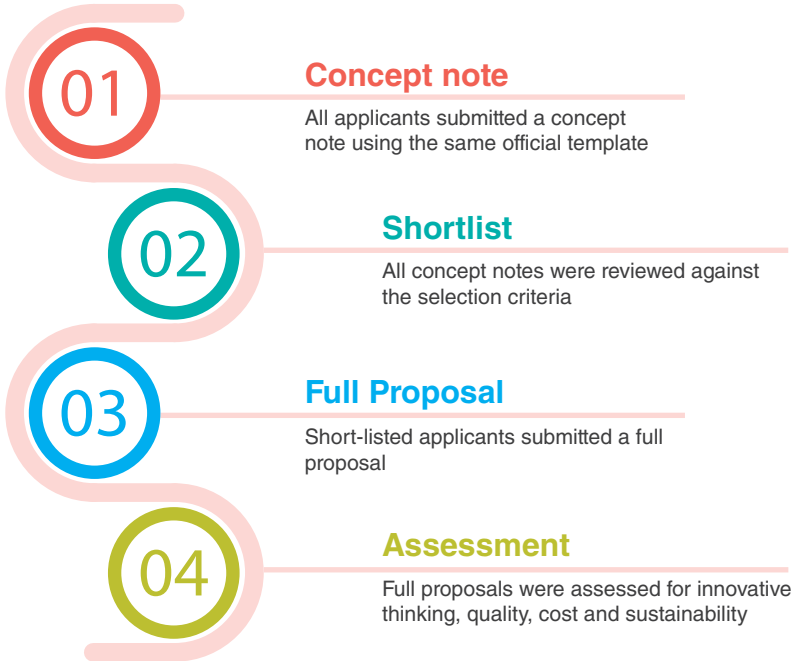
Pages 18 to 27

Access & Participation

Pages 28 to 35

Selection process

The BEIF grants were awarded using clear guidelines and a competitive application process.



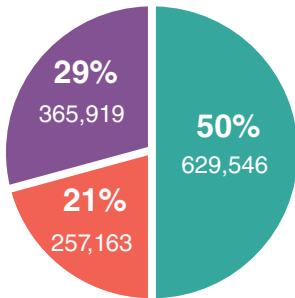
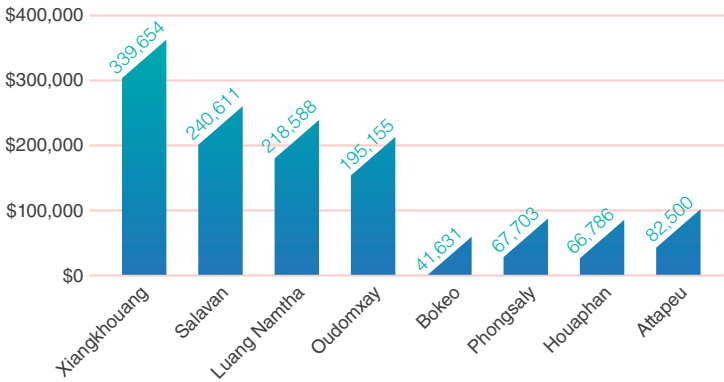
BEIF Technical Selection Criteria

	Percentage Weighting
Innovation, Impact & Relevance	35%
Credibility & Sustainability	25%
Scalability & Cost Effectiveness	20%
Ownership & Commitment	20%

Financial statistics

Total amount of BEIF Grant Investments : AUD 1,252,628

Total Grants by Province (AUD)



Grant Allocations by Theme (AUD)

- Pedagogical Innovation
- Performance Management
- Access and Participation

Beneficiaries



346 schools



28,817 (51%F) students



1,371 (54%F) teachers
318 (10%) principals



256 (19%F) District Education and Sports Bureaus

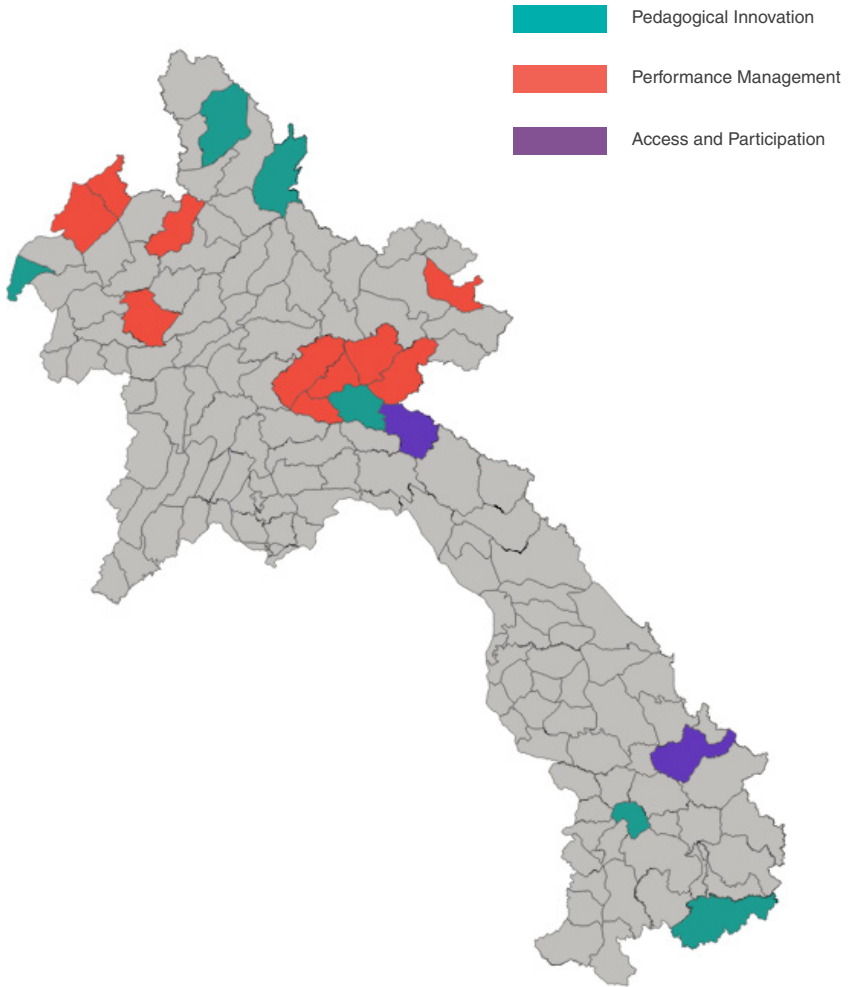


207 (29%F) Provincial Education and Sports Services



276 (17%F) Village Education Development Committees

Location of BEIF grants by theme



BUILDING PRIMARY TEACHERS' LAO-LANGUAGE TEACHING SKILLS THROUGH THE INTRODUCTION OF ACTIVE LEARNING APPROACHES

Xiangkhouang PESS



Khoun District, Xiangkhouang Province



29 months



77,951

Challenge to be addressed

- Poor Lao language learning outcomes as a result of teachers not having the required skills and training to teach the four key skills of language learning (reading, writing, listening and speaking)

Goal

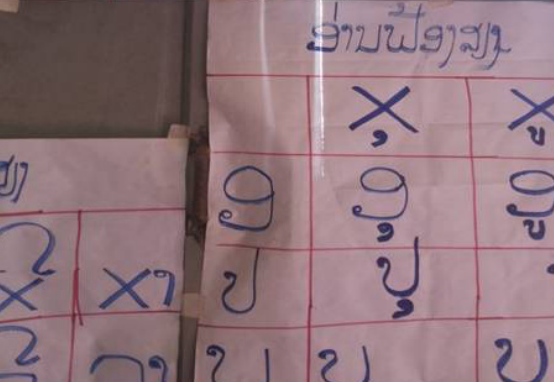
- Increase Lao language literacy for Lao and non-Lao speaking children

Objectives

- Provide training and teaching and learning resources to teachers to build their skills in Lao language teaching
- Support teachers with lesson planning and learning resource development to make Lao language lessons more relevant and engaging for students
- Improve Lao language learning outcomes

Innovation

- Fostered the development of innovative teaching and learning resources using locally available materials
- Introduced active learning techniques to Lao language lessons



Results

- Child-friendly learning environments created in classrooms using visual aids designed to enhance student learning and retention of Lao script and vocabulary
- 85% of teachers assessed at the end of the grant were applying the training they received effectively in the classroom
- Students' Lao language learning outcome improved by 24%

Next steps

- Target schools have developed next step action plans to continue applying the new approaches with a focus on improved learning outcomes
- District Education and Sports Bureau plans to expand the program to non-target schools, drawing on lessons learned from the pilot

BUILDING PRIMARY TEACHERS' SKILLS FOR TEACHING LAO- LANGUAGE TO NON-LAO SPEAKING CHILDREN

Tonpheung DESB



Tonpheung District, Bokeo Province



17 months



41,631

Challenge to be addressed

- Early grade Lao language literacy among non-Lao speaking children is low, and this prevents their ongoing success across all subjects in Primary school

Goal

- Increase early years Lao-language literacy for ethnic children so that their school performance improves across all subjects

Objectives

- Increase skills of teachers to teach Lao language to non-Lao speaking children, especially in lesson planning, active learning, and the creation of teaching and learning resources using locally available materials
- Build skills of principals to support teachers with Lao language teaching and engage non-Lao speaking parents in their children's language learning
- Cascade capacity building from District Education and Sports Bureau (DESB) to Village Education Development Committees (VEDCs) and school community level to ensure holistic support is available to non-Lao speakers

Innovation

- New teaching and student monitoring and assessment tools developed to enable tracking of improved teaching and learning outcomes
- New teacher's guide developed to help teachers with lesson planning



Results

- The training and follow up support were so successful with grade 1- 3 teachers that it was expanded to grade 4 and 5 teachers in the second year
- End of grant assessments of teacher performance found that 60% of teachers were using the skills they had learned “very well” and 34% “quite well”

Next steps

- DESB plans to continue to provide monitoring support to the target schools using their DESB administrative fund
- Technical support will be provided based on the same approach and by the same team
- Targeted school support is 1 monitoring visit per school per semester
- The DESB plans to expand the approach to other schools as funds allow

APPLYING MATHEMATICS FOR IMPROVED RURAL LIVELIHOOD

Village Focus International



Laongarm District



21 Months



158,111

Challenges to be addressed

- Parents in ethnic communities don't see the value in sending their children, especially girls, to school if it won't prepare them for their likely futures as farmers
- Teachers lack training and practical support to make the curriculum more relevant to the community's everyday reality
- Children, especially girls, don't attend school regularly and dropout rates are high

Goal

- Increase regular school attendance and reduce drop-out rates, especially for girls

Objectives

- Create experimental coursework that links mathematics to village agriculture to make school relevant for children and their families
- Enhance community-school cooperation to strengthen family support for education, especially for girls
- Increase the capacity and motivation of teachers to use active learning techniques to make the primary grade 3-5 mathematics curriculum engaging for children and applicable to their everyday life

Innovation

- Introduced a new approach to teaching mathematics by linking the National Curriculum to agriculture and focusing on girls' engagement and participation.
- Created hands-on coursework that enabled students, especially girls, to apply their learning to real life in a way that helps their families



Results

- 28 teachers (22 F) and 9 school principals (4 F) in 10 target schools developed innovative mathematics teaching plans for grades 3 – 4 based on the national curriculum
- Teachers developed skills and confidence to apply active learning approaches and used practical examples from farming and marketing to make mathematics lessons relevant and engaging
- Peer-to-peer learning and capacity building between teachers to exchange innovative approaches and learning resources
- Enhanced family and community support for education, and the importance of STEM subjects for girls
- Strong support from Laongarm District Education and Sports Bureau (DESB) to motivate teachers and principals and encourage community engagement
- Increased regular attendance of students and no dropouts over the course of the grant

Next steps

- Laongarm DESB interested in extending the training and teaching approach to more schools in the District
- Village Focus International is currently fundraising to continue and expand the project

BUILDING PRE-SERVICE TEACHERS' MATHEMATICS TEACHING SKILLS THROUGH THE INTRODUCTION OF ACTIVE LEARNING APPROACHES

Khankhai TTC



Khankhai TTC, Xiangkhouang Province



34 months



59,214

Challenges to be addressed

- Pre-service mathematics teaching is overly theoretical and teaching approaches have been teacher-centric
- Mathematics teaching manual and learning materials don't support student teachers to develop the critical thinking and analytical skills required to teach mathematics effectively
- Teacher Training College (TTC) graduates lack confidence in mathematics teaching as they go into their first teaching roles

Goal

- Improve the quality of mathematics teaching in primary schools

Objectives

- Develop a guide for practical teaching techniques and materials for pre-service mathematics classes
- Improve primary TTC students' skills in questioning, giving examples, activity designs, and mathematics teaching and learning materials development
- Build TTC students' confidence through application of new skills and knowledge via teaching experience at TTC practicum schools

Innovation

- Newly developed teaching approaches and materials provide effective teaching skills for primary school teachers in questioning, giving examples, and creating teaching resources related to the primary school students' context



Results

- Teachers in Khangkhai TTC have stronger knowledge and more experience in developing teacher's guide and teaching materials
- TTC student teachers can develop creative lessons with practical activities and examples that will help primary students enjoy learning mathematics
- 500 copies of teachers' guides on teaching mathematics in grade 4 have been printed and 500 copies of teachers' guides on teaching mathematics in grade 5 have been printed, ready for distribution to target schools

Next steps

- Project implementation outcomes will be shared with teachers and other relevant parties at the TTC end-of-the year meeting and at meetings at Xiangkhouang Provincial Education and Sports Service (PESS) and Houphan PESS
- The manual developed through the grant will be incorporated into mathematics teaching for teacher students in TTC
- Distribute teacher guides to target schools
- Provide support, monitor and evaluate the use of the guides

IMPROVING THE QUALITY OF LAO LANGUAGE TEACHING IN MULTI-GRADE CLASS CONTEXTS

Xiangkhouang PESS



Khoun District, Xiangkhouang Province



20 months



29,781

Challenges to be addressed

- Teachers lack multi grade class teaching skills, and don't know how to make lesson plans for teaching multigrade classes, especially in Lao language
- Multigrade classrooms are not well organised and classes are difficult to manage
- Poor Lao language learning outcomes for children in multi-grade class settings

Goal

- Increase early years Lao-language literacy among children in multi-grade classes (Grades 2 and 3)

Objectives

- Build teachers' skills and knowledge for improved teaching multi-grade classes and organising child friendly multi-grade classroom environments
- Build teachers' skills and knowledge for improved Lao language teaching and learning in multi-grade class settings
- Improve the Lao language learning outcomes of students in multi-grade classes in target schools

Innovation

- Developed and implemented a new approach to teaching Lao language in multi-grade class settings



Results

- At baseline 32% of teachers were assessed as being ‘good’ at multigrade teaching. This increased to 93% by the end of the grant
- At baseline 69% of students passed reading and writing assessments. This increased to 78% by the end of the grant
- Lesson planning, teaching techniques and classroom organisation and management approaches introduced through the grant were so effective that several schools applied them to single grade classes as well
- A Hmong student from one of the target schools, Keokuang complete primry school, won the Student Excellence award for the District in the 2018/19 school year

Next step

- The District Education and Sports Bureau plans to introduce the approach to more schools as budget allows

BUILDING MULTI-GRADE AND LAO-LANGUAGE TEACHING SKILLS OF TEACHERS IN SMALL RURAL SCHOOLS

Phongsaly PESS



Phongsaly and Mai Districts, Phongsaly Province



21 Months



67,703

Challenge to be addressed

- Teacher's teach from the textbook and have limited opportunities to for professional development. Multigrade teachers do not have a lesson plan or clear guidance to use in their teaching and struggle with class management and inclusive education in multigrade settings

Goal

- Improve teaching and learning outcomes in small rural schools, particularly in Lao language

Objectives

- Build Provincial Education and Sports Service (PESS) and District Education and Sports Bureau (DESB) master trainers' knowledge and understanding of the multi-grade teaching manual produced by Ministry of Education and Sports (MoES) in 2015 so that they can train others
- Build the capacity of teachers for teaching the four Lao language skills, and multi-grade lesson planning and class management through training and follow up support to school clusters
- Increase the supply of supplementary learning materials available in the target school libraries to complement the new multigrade teaching approaches



Innovation

- Developed and delivered teacher training program based on the MoES multigrade teaching manual
- Used school clusters as a mechanism for providing post-training pedagogical support to teachers

Results

- Teachers have a better understanding and more confidence in multigrade class lesson planning and management that makes teaching and learning more active
- Students became more competent in speaking, listening, reading and writing Lao
- Teachers had creative ideas for producing teaching and learning materials using available local resources
- Evaluation tools for schools with multigrade classes were developed to enable DESB to monitor progress and provide support

Next steps

- The PESS is planning to scale up the approach to other districts in the province

IMPROVING TEACHING QUALITY THROUGH PEER-LEARNING AMONG TEACHERS

Houn DESB



Houn district, Oudomxay Province



21 months



89,654

Challenges to be addressed

- Poor student learning outcomes in mathematics and Lao language particularly for ethnic and disabled students
- Teachers plan and teach in isolation, making limited use of self-directed and peer learning approaches and thus limiting opportunities for developing improved teaching and learning skills

Goal

- Improve skills of principals and teachers through a peer learning approach in teaching Lao language and mathematics, including the use of learning materials and learning corners in the classroom

Objectives

- Enable students especially girls and disabled students to achieve functional oral and written literacy and numeracy
- Motivate teachers to research teaching and learning by themselves or with peers leading to improved lesson plans, learning materials and teaching delivery
- Empower school principals to guide teachers, demonstrate teaching and lead peer learning activities

Innovation

- Introduced Lesson Study approach for continuous professional development for primary school teachers in rural schools



Results

- Teachers in 50 schools are applying peer learning approach on a regular basis, with expansion across all 140 schools in the district
- Developed a cadre of school-based key trainers to guide peer learning
- Increased use of learning materials and learning corners in classrooms
- Student achievement in Lao language improved by 38% from baseline to endline assessment

Next steps

- Continue implementation of the approach using School Block Grants (SBGs) budget
- Houn District Education and Sports Bureau will include lesson study as part of the pedagogical advisors' responsibilities at the cluster level

LAO LANGUAGE AND MATHEMATICS TEACHING SKILLS IMPROVEMENT FOR PRIMARY TEACHERS

Namor DESB



Namor district, Oudomxay province



22 months



105,501

Challenges to be addressed

- 2016 baseline assessment showed poor learning outcomes, with 14% of student in the upper primary grades unable to read
- Lao language and mathematics teachers lacked the skills to ensure all students achieve functional literacy and numeracy

Goal

- Improve teaching skills of primary teachers in Lao language and maths, though developing a cadre of subject specialist teachers

Objectives

- Improve teaching skills for specialist Lao language and mathematics teachers
- Support specialist teachers to build the skills of others through peer-learning
- Build the capacity of pedagogical advisors, other District Education and Sports Bureau (DESB) staff and Village Education Development Committees (VEDCs) to provide support for improved teaching and learning

Innovation

- Cadre of specialist teachers in Lao language and mathematics identified and trained to support others to improve the quality of their teaching



Results

- Teacher performance improved in the 15 targeted primary schools, leading to better student learning outcomes
- 34% of students passed Lao language learning assessments prior to the start of the grant, by the end of the grant the pass rate had increased to 77%
- 51% of students passed mathematics learning assessments prior to the start of the grant; by the end of the grant the pass rate had increased to 74%

Next steps

- Namor DESB plans to expand the approach district-wide, with a focus on relating learning to the local environment

OPERATIONALISING THE '3 COMPETITIONS OF EDUCATION' POLICY FOR IMPROVED SCHOOL AND TEACHER PERFORMANCE

Sing DESB



Sing District, Luang Namtha Province



23 months



64,202

Challenges to be addressed

- Poor quality of education due to unsuitable teacher and school performance assessment and management practices
- Low engagement of school communities in school development planning and action

Goal

- Improve school development planning and management and teacher performance

Objectives

- Improve teaching quality by using the '3 competitions in education' policy as a performance assessment and management framework
- Improve teacher performance assessment and management practices of principals
- Engage school communities in school development planning and implementation
- Support teachers to take greater responsibility for the quality of their school's teaching and learning environment

Innovation

- Translated national level policy into a practical system and processes for teacher and school performance appraisal, management and incentivisation



Results

- Performance appraisal tools were developed based on the 3 Competitions Policy No. 37 and pedagogical advisors and principals were trained in their use
- Regular teacher and school performance appraisal processes enabled Sing District Education and Sports Bureau (DESB) to identify teachers and schools needing extra support so that training and follow up could be well-targeted
- Teacher performance improved across the 82 primary schools of Sing district, leading to better student learning outcomes
- 31% of students passed maths and Lao learning assessments at the start of the grant, by the end of the grant the pass rate had increased to 61%
- School environments were upgraded by teachers working together with students and school communities
- Sing DESB extended the approach to pre-primary and secondary schools as well

Next steps

- Sing DESB will continue to use the teacher and principal performance assessment tools developed through the grant to improve school management and teaching quality
- Refresher training will continue to be provided to teachers not meeting expected performance standards at the end of each year
- Student learning outcomes will continue to be assessed to track improvements in education quality in the district
- Luang Namtha Provincial Education and Sports Service plans to use the handbook and teacher appraisal tools developed by Sing DESB in other districts

EDUCATION MANAGEMENT CAPACITY BUILDING FOR PESS, DESB AND SCHOOL PRINCIPALS

Xiangkhouang PESS



All districts



29 months

AU\$

59,389

Challenge to be addressed

- Lack of planning, management and leadership skills at school, district and province level negatively impacting the quality of education

Goal

- Improve school development planning and management and governance support systems

Objectives

- Develop guidelines for education sector planning, management and leadership to improve education quality
- Build the capacity of PESS, DESB and principals for better planning, management and leadership in their areas of responsibility.
- School development plans will be improved and implemented
- 43 target schools will become model schools within the province

Innovation

- Targeted training followed by action planning and professional development support that links planning, management and leadership with education quality



Results

- At baseline only 17% of DESBs had good quality development plans as assessed by PESS. By the end of the grant this had increased to 88% of DESBs
- At baseline only 6% of schools had good quality development plans as assessed by PESS. By the end of the grant this had increased to 89%
- School communities were successfully engaged in school development planning and implementation through fundraising and projects. AUD 137,675 was raised in total across all schools for school improvements such as fencing, building repairs, signage, recreational equipment and stationery
- 100% of schools demonstrated improved financial management and human resource records management

Next steps

- Target school principals involved in the pilot collectively agreed to continue using the approach
- DESB is continuing to expand to other schools

ENGAGING VEDCS AND SCHOOL COMMUNITIES IN SCHOOL DEVELOPMENT PLANNING AND MANAGEMENT

Lao Social Development Association (LSDA)



Long district, Luang Namtha province and Viengxay district, Houaphan province



24 months



133,572

Challenges to be addressed

- Sub-optimal contribution of Village Education Development Committees (VEDC) in supporting school environment and school development in their community
- Inadequate formal induction or training for VEDCs, with the school principal as the only contributing member for school development

Goal

- Improve school development planning and management and community engagement

Objectives

- VEDCs are empowered and equipped to mobilize support for quality education in their communities
- Village education development action plans are developed in a consultative and participatory manner
- Participatory action research is scaled up to other communities in Viengxay and Long districts

Innovation

- Introduced Participatory Research Action (PAR) to VEDCs to enhance active participation of community members in the education development
- Collaborative effort between LSDA (a non-profit association), Teacher Training College (TTC), District Education and Sports Bureaus, VEDCs and community members



Results

- VEDCs in the 12 communities used PAR as the basis for school development planning and actively participated in regular meetings to monitor progress
- School development plans included a variety of small projects such as establishing a school garden and conducting remedial classes during school vacation for underperforming students

Next steps

- Viengxay district plans to expand approach to additional villages
- Dongkhamxang TTC plans to explore ways to incorporate the approach into their teacher training program

INTRODUCING EDUTAINMENT APPROACH TO ADDRESS PRIMARY EDUCATION CHALLENGES

Clay House Studios



Ta Oy District, Saravan Province
Phouvong District, Attapeu Province



24 months



165,000

Challenge to be addressed

- Unregular school attendance due to cultural pressure to help out at home, especially in rural areas

Goal

- Improve children's motivation and attitude towards learning

Objectives

- Increase understanding of the importance of regular school attendance
- Increase awareness of the importance of literacy
- Develop life skills in areas such as nutrition, health, safety
- Teach Lao vocabulary
- Improve the inclusion of disadvantaged children

Innovation

- Introduced “edutainment”, an entertaining approach to put across a definite educational message
- Produced the Learn Together program using multi-media content with storytelling, clay animation and live action



Results

- Supplementary teaching and learning materials adapted to the culture, environment and background of the pilot areas were created, including student activity books, storyboards, flashcards and 6 episodes of Learn Together TV educational program.
- 37 teachers were trained to use the materials in the classroom and 996 (473 girls) students were exposed and school attendance increased in 6 target schools in the 2 piloted districts
- Strong enthusiasm around the series led to free broadcasting on several national TV channels
- Edutainment approach has a strong potential to attract young viewers and support positive attitudes and behaviour changes

Next steps

- Learn Together program was expanded to support the implementation of the new Grade 1 Curriculum
- 15 extra episodes adapted to fit the new curriculum are being developed with broadcasting started in August 2019

RAISING EDUCATIONAL ASPIRATIONS AND BOOSTING LITERACY BY BUILDING CONFIDENCE AND LEADERSHIP SKILLS

ChildFund



Khoun district, Xiangkhouang Province



14 months



69,259

Challenge to be addressed

- Low rates of primary school completion and successful transition to Lower Secondary Schooling among ethnic minority girls in remote, mountainous areas of Laos

Goal

- Increase transition rates to lower secondary school, especially for girls

Objectives

- Improve girls' literacy skills
- Build girls' self-confidence, voice and agency
- Build parental commitment to support girls' educational aspirations

Innovation

- Combined an intensive classroom-based lao literacy intervention with a life skills component to build self-esteem, confidence and leadership, and encourage family commitment to education
- Developed teaching and learning resources specific to a local culture and context to make education more relevant and appealing to the target communities



Results

- Children in the 4 pilot schools showed improvement in Lao language skills across all 4 language skill areas (reading, writing, listening and speaking)
- Children enjoyed the various teaching and learning opportunities and found them confidence building. They were particularly enthusiastic about the reading promotion events because they brought a range of new reading materials to their schools and because of the participation of community members.
- A high level of partnership developed between ChildFund and the Provincial Education and Sports Service (PESS) of Xiangkhouang and the District Education and Sports Bureau (DESB) of Khoun over the course of the project

Next steps

- ChildFund continued delivering activities for a further 6 months after the end of the grant in order to consolidate achievements and allow more time for intended benefits of life skills sessions to have an impact
- Students continued to enjoy life skills activities and developed new skills as a result of participating
- Parents became more supportive of their children's involvement in education and encouraged them to participate in the life skills activities
- ChildFund are reviewing the scheduling of activities, and capacity building and incentives available to community instructors to make the program more effective in future

DOCUMENTING LANTEN ORAL STORIES TO PROMOTE LAO LANGUAGE LITERACY

National Library of Laos in cooperation with the University of Muenster and the University of Hong Kong



Luang Namtha Province



27 Months

AU\$ 87,600

Challenges to be addressed

- The Lanten stories, which are transmitted orally, are at high risk of disappearing with the arrival of modern entertainment and decline of storytellers
- Low Lao language literacy rate in the Lanten community, especially amongst the women and children

Goal

- Increase literacy rates and creation of inclusive educational resources for children

Objectives

- Preserve the Lanten oral stories for future generations
- Produce educative materials in Lao language that will attract Lanten communities
- Use these materials to run Lao literacy campaigns with a focus on children and women in Lanten villages in Northern Laos

Innovation

- Employed local oral stories to engage local communities, readers, and institutions in the promotion of literacy



Results

- Created an audio-visual digital library of 115 Lanten Oral stories, which is a milestone in the field of cultural heritage preservation
- Transformed 30 stories into illustrated books in Lao language for children
- 15 villages visited by one team of experts in storytelling and literacy promotion from National Library of Laos using one mobile library. All Lanten villages in Luang Namtha received two copies of the collection of illustrated books for children
- A website containing information of the project and a selection of 70 stories (those approved for children) recorded in vernacular Lanten together with the translations in Lao and English was made available online

Next steps

- Production of a documentary supported by the European Union on the Lanten society with details on the project
- All the documented Lanten oral stories are being studied in the framework of an ongoing comparative research on the Lanten of Laos, Vietnam, and China. Various academic outcomes are expected in 2020

BUILDING THE CAPACITY OF INCLUSIVE EDUCATION SUPPORT NETWORKS TO MAKE PRIMARY SCHOOL MORE ACCESSIBLE

Xiangkhouang PESS



Khoun and Mokmay Districts,
Xiangkhouang Province



20 months



44,060

Challenges to be addressed

- Different practices and understanding about inclusive education at Provincial Education and Sports Service (PESS), District Education and Sports Bureau (DESB) and school levels
- Lack of knowledge and skills for applying inclusive learning approaches in the classroom
- Children with disabilities or facing other kinds of disadvantage are not accessing school

Goal

- Increase primary education access and participation of children experiencing disadvantage

Objectives

- Build capacity and understanding about inclusive education policy and regulations, and how to implement them at PESS, DESB and school levels
- Provide training and follow up support to schools to ensure inclusive education policy is reflected in school development plans and teaching practices
- Raise awareness of all children's right to access education



Innovation

- Built capacity for inclusive education at all levels to create a network of understanding and support from school to Province
- Introduced teachers to new inclusive education practices
- Encouraged a broad understanding of inclusive education to encompass children facing disadvantage due to poverty and ethnicity as well as disability

Results

- Increased enrolment and attendance of disadvantaged children in the target schools
- More inclusive teaching practices introduced to ensure disadvantaged students have additional support
- Classrooms and school grounds were made more accessible
- PESS liaised between parents of children with disabilities and disability support providers to increase their access to specialist treatment and support
- PESS allocated additional funds to expand the training to more teachers and schools than originally targeted by the grant

Next steps

- Implementing DESB will expand this inclusive learning approach and materials to other schools
- PESS will continue to provide support to DESB and school in implementing inclusive learning
- PESS will continue to seek funding to train other teachers in the target schools, to make schools more accessible for children with disabilities and to cover tuition fees for children whose families face financial difficulties



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