ແຜນງານບີຄວາ
ແຜນງານການປັບປຸງຄຸນນະພາບ ແລະ ຂະຫຍາຍໂອກາດເຂົ້າຮຽນ
ສຳລັບການສຶກສາຂັ້ນພື້ນຖານ ໃນ ສປປ ລາວ

BEQUAL Phase 2

Basic Education Quality and Access in Lao PDR

MoES and Australia continue collaboration to identify inclusive teaching practice.

Media Report
14 Feb – 26 Mar 2025

ແຜນງານການປັບປຸງຄຸນນະພາບ ແລະ ຂະຫຍາຍໂອກາດເຂົ້າຮຽນ ສຳລັບການສຶກສາຂັ້ນພື້ນຖານ ໃນ ສປປ ລາວ
ຄຸ້ມຄອງໂດຍບໍລິສັດເທດທຣາເທັກ ຕາງໜ້າໃຫ້ລັດຖະບານອົດສະຕຣາລີ
Basic Education Quality and Access in Lao PDR is managed by Tetra Tech International Development on behalf of the Australian Government.

Summary table of all releases

Date	Media Type	Media Name	Details
2025-02-18	Newspaper	Pathedlao	Page 4
2025-02-27	Newspaper	Vientiane Times	Page 2
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2025-02-14	Social media	Pasaxon Facebook	28K Followers
2025-02-17	Social media	Edu-Sport Daily News Facebook	11K Followers
2025-02-17	Social media	Pathedlao Facebook	387K Followers
2025-02-17	Social media	Vientiane Mai Facebook	3.4K Followers
2025-02-21	Social media	Tetra Tech International Development Services Facebook	37K Followers
2025-02-21	Social media	Tetra Tech International Development Services LinkedIn	75K Followers
2025-02-27	Social media	Vientiane Times Facebook	77K Followers
2025-03-26	Social media	Edu-Sport TV Online Facebook	72K Followers
2025-03-26	Social media	Edu-Sport Daily News Facebook	11K Followers
2025-03-26	Social media	Information Media Centre Facebook	11K Followers
2025-02-14	Website	BEQUAL	Read article in English here
2025-02-17	Website	KPL English	Read article in English here
2025-02-27	Website	Vientiane Times	
2025-02-14	Radio	Army Radio FM 99.7	
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2025-02-14	Radio	Lao Youth FM 90.00 MHZ	
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2025-02-14	Radio	Vientiane Radio FM 105.5	
2025-02-15	Radio	Education news FM 103.7 MHZ	
2025-02-14	WhatsApp	MT-PT WhatsApp and FB groups	19 groups with trainers +/- 713 members
2025-02-14	WhatsApp	PESS-DESB	18 Provincial groups 426 members
2025-02-14	WhatsApp	Pre-Service Writing team	8 TTCs and 2 universities 73 members
2025-02-14	WhatsApp	Target DESB	Teacher Dev Units in 30 target districts 64 members
2025-02-14	WhatsApp	Target TTC	Key coordinators from the 3 target TTCs 17 members
2025-02-14	WhatsApp	IPS	in targeted provinces-LNT, XKH, SVK- 8 Districts in XKH, 12 Districts
2025-02-14	WhatsApp	Teaching Standard Review group	MT-PT- 28 members

Pictures of articles in the media

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ເກັບກຳຂໍ້ມູນສຶກສາຄົ້ນຄວ້າການຮຽນ ແບບມີສ່ວນຮ່ວມຢູ່ 30 ເມືອງເປົ້າໝາຍ

2025-02-27	Newspaper	Vientiane Times	Page 2

Australia extends support for inclusive teaching in schools

Times Reporters

The Ministry of Education and Sports and the Australian government are continuing collaboration to identify inclusive teaching practices, with the second round of qualitative data collection for the Inclusive Teaching and Learning Study underway in 30 districts.

From February 10 to March 7, a team of 32 enumerators from several departments of the Ministry of Education and Sports and teacher training colleges is visiting primary schools in 30 target districts to collect the second year of data for the 3-year study.

The study was launched in 2024 and is led by the Department of Teacher Education with support from the Australian Government through the Basic Education Quality and Access in Laos (BEQUAL) programme.

An enumerator talks to schoolchildren as part of the Inclusive Teaching and Learning Study.

The objective is to identify quality teaching practices that lead to increased student engagement and improved learning outcomes. The study will explore student belonging, engagement, and their impact on student learning outcomes.

Director General of the Department of Teacher Education, Ms Vongdeuane Osay, said "The department guided the design of the study and provided guidance to districts and teacher training colleges on how to select schools for the study, how to support the teams collecting data during field visits, and how to facilitate reflection and discussion about initial insights from the data."

The study covers 30 target districts in the provinces of Phongsaly, Luang Namtha, Bokeo, Huaphan, Xieng Khuang, Khammuan and Savannakhet. In each district, four schools were selected based on diversity factors. These included the presence of students who do not speak Lao at home, students with disabilities, and students with low attendance.

Additional criteria considered were the gender of principals and teachers, as well as geographic location, multigrade settings, and whether the school is implementing remedial Spoken Lao language lessons.

The study includes the collection of qualitative and quantitative data over a three-year period. In February and March each year, qualitative case study research will be carried out through interviews with students, parents and their teachers in 21 target schools.

First Secretary at the Australian Embassy, Ms Vanessa Hegarty, said "Australia is committed to inclusive education. We believe that all students should have access to quality education that effectively meets their diverse needs in a responsive, accepting, respectful and supportive environment."

"In the current context of school dropouts, it is crucial to identify the teaching practices that respond best to students' needs and foster their sense of belonging at school."

The Inclusive Teaching and Learning Study uses a unique 'belonging' approach focusing on social, psychological and environmental factors that influence students' learning.

The study tracks changes in student Lao language test scores to find out whether improving these factors leads to improved student learning outcomes.

ລັດຖະບານອິດສະຕຣາລີ ສືບຕໍ່ຮ່ວມມືພັດທະນາການສຶກສາຂັ້ນພື້ນຖານຢູ່ ສປປ ລາວ

● ເປັນເວລາຫຼາຍສົກຮຽນຜ່ານມາ ທີ່ລັດຖະບານອິດສະຕຣາລີ ແລະ ອົງການພັດທະນາສາກົນປະເທດສະຫະລັດອາເມຣິກາ (USAID) ຮ່ວມກັບກະຊວງສຶກສາທິການ ແລະ ກິລາ (ສສກ) ໂດຍຜ່ານແຜນງານການປັບປຸງຄຸນນະພາບ ແລະ ຂະຫຍາຍໂອກາດເຂົ້າຮຽນສຳລັບການສຶກສາຂັ້ນພື້ນຖານ ໃນ ສປປ ລາວ (ແຜນງານບີຄວາ) ເຊິ່ງໃຫ້ການສະໜັບສະໜູນຫຼາຍຮູບແບບ ຊ່ວຍພັດທະນາດ້ານຊັບພະຍາກອນຄູ ຫຼັກສູດ ການຮຽນ-ການສອນ ຊັ້ນປະຖົມສຶກສາ ສະໜອງວັດຖຸອຸປະກອນ ລວມທັງການເຝິກອົບຮົມໃນຫຼາຍຮູບແບບ ຫຼາຍຂັ້ນຕອນ ໃນລະດັບສູນກາງ ແລະ ທ້ອງຖິ່ນ ເພື່ອໃຫ້ແທດເໝາະສົມກັບສະພາບເງື່ອນໄຂ ຕົວຈິງ ແລະ ສາມາດບັນລຸຜົນຕາມລະດັບຄາດໝາຍທີ່ວາງໄວ້.

ເພື່ອສືບຕໍ່ຈັດຕັ້ງປະຕິບັດແຜນງານດັ່ງກ່າວຢ່າງຕໍ່ເນື່ອງ ເມື່ອບໍ່ດົນຜ່ານມາ ກະຊວງ ສສກ ຮ່ວມກັບລັດຖະບານອິດສະຕຣາລີ ໄດ້ສືບຕໍ່ການຮ່ວມມືເພື່ອກຳນົດການສອນແບບມີສ່ວນຮ່ວມ ການເກັບກຳຂໍ້ມູນດ້ານຄຸນນະພາບຮອບທີ 2 ສຳລັບການສຶກສາຄົ້ນຄວ້າການຮຽນແບບມີສ່ວນຮ່ວມ ເລີ່ມແຕ່ເດືອນກຸມພາ 2025 ເປັນຕົ້ນໄປ ຢູ່ 30 ເມືອງ ເຊິ່ງທີມງານຄົ້ນຄວ້າເກັບກຳຂໍ້ມູນ ປະກອບມີ 32 ທ່ານ ຈາກກະຊວງ ສສກ ແລະ ວິທະຍາໄລຄູ 3 ແຫ່ງ (ຫຼວງນໍ້າທາ ຄັງໄຂ ແລະ ສະຫວັນນະເຂດ) ຈະເດີນທາງໄປໂຮງຮຽນປະຖົມ 30 ເມືອງເປົ້າໝາຍ ເພື່ອເກັບກຳຂໍ້ມູນການຮຽນ-ການສອນ ປີທີ 2 ຂອງໄລຍະເວລາການຄົ້ນຄວ້າທັງໝົດ 3 ປີ ການສຶກສາຄົ້ນຄວ້າໄດ້ເລີ່ມຂຶ້ນປີ 2024 ເຊິ່ງນຳພາໂດຍກົມສ້າງຄູ ໂດຍໄດ້ຮັບການສະໜັບສະໜູນຈາກລັດຖະບານອິດສະຕຣາລີ ຜ່ານແຜນງານບີຄວາ ຈຸດປະສົງເພື່ອກຳນົດການປະຕິບັດການສອນທີ່ມີຄຸນນະພາບ ນຳໄປສູ່ການເພີ່ມຂຶ້ນຂອງການມີສ່ວນຮ່ວມຂອງນັກຮຽນ ແລະ ການປັບປຸງຜົນການຮຽນ ການສຶກສາຈະຄົ້ນຫາຄວາມຜູກພັນຂອງນັກຮຽນ ການມີສ່ວນຮ່ວມ ແລະ ປັດໄຈທີ່ສົ່ງຜົນຕໍ່ຜົນການຮຽນຂອງນັກຮຽນ.

ທ່ານຮອງສາສະດາຈານ ນາງ ວົງເດືອນ ໂອໃສ ວ່າການແທນຫົວໜ້າກົມສ້າງຄູ ກ່າວວ່າ: ກົມສ້າງຄູ ໄດ້ແນະນຳການອອກແບບການສຶກສາແບບມີສ່ວນຮ່ວມ ແລະ ໃຫ້ທິດຊີ້ນຳບັນດາເມືອງ ແລະ ວິທະຍາໄລຄູ ກ່ຽວກັບການຄັດເລືອກໂຮງຮຽນ ວິທີສະໜັບສະໜູນທີມງານເກັບກຳຂໍ້ມູນໃນເວລາລົງພາກສະໜາມ ແລະ ວິທີການອຳນວຍຄວາມສະດວກໃນການສະທ້ອນຄືນ ແລະ ປຶກສາຫາລືກ່ຽວກັບຄວາມເຂົ້າໃຈເບື້ອງຕົ້ນຈາກຂໍ້ມູນການສຶກສາຄົ້ນຄວ້ານີ້ ຈະຊ່ວຍໃຫ້ພວກເຮົາປັບປຸງລະບົບການພັດທະນາວິຊາຊີບຄູແບບຕໍ່ເນື່ອງ ຈະກຳນົດການປະຕິບັດການສິດສອນທີ່ປະສົບຜົນສຳເລັດທີ່ນຳໄປສູ່ການຮຽນແບບມີສ່ວນຮ່ວມຂອງນັກຮຽນຢູ່ໃນໂຮງຮຽນກຸ່ມຕົວຢ່າງ ພວກເຮົາຈະເບິ່ງວິທີການພັດທະນາວິຊາຊີບຄູແບບຕໍ່ເນື່ອງທີ່ໄດ້ນຳໃຊ້ ວິທີການທີ່ດີເຫຼົ່ານັ້ນ ຈະໄດ້ແນະນຳໃຫ້ຄູ ແລະ ຊຸມຊົນໂຮງຮຽນຂອງເຂົາເຈົ້າ ເພື່ອສະໜັບສະໜູນຄູ ຕື່ມອີກ ເພື່ອແກ້ໄຂຄວາມຕ້ອງການຂອງນັກຮຽນ.

ທ່ານນາງ ວາເນັດຊາ ເຣັກກາທີ້ ເລຂາເອກສະຖານທູດອິດສະຕຣາລີ ປະຈຳລາວ ກ່າວວ່າ: ລັດຖະບານອິດສະຕຣາລີ ມຸ່ງໝັ້ນທີ່ຈະສົ່ງເສີມການຮຽນແບບມີສ່ວນຮ່ວມ ພວກເຮົາເຊື່ອວ່ານັກຮຽນທຸກຄົນຄວນເຂົ້າເຖິງການສຶກສາທີ່ມີຄຸນນະພາບ ຕອບສະໜອງຄວາມຕ້ອງການທີ່ຫຼາກຫຼາຍຂອງເຂົາເຈົ້າໄດ້ຢ່າງມີປະສິດທິຜົນໃນສະພາບແວດລ້ອມທີ່ອຳນວຍ ຍອມຮັບ ເຄົາລົບ ແລະ ສະໜັບສະໜູນເຂົາເຈົ້າໃນສະພາບປະລະການຮຽນຂອງນັກຮຽນໃນປັດຈຸບັນ ມັນເປັນສິ່ງສຳຄັນທີ່ຈະກຳນົດທິດທາງການປະຕິບັດການສອນທີ່ຕອບສະໜອງຄວາມຕ້ອງການຂອງນັກຮຽນໄດ້ດີທີ່ສຸດ ແລະ ເສີມຂະຫຍາຍຄວາມຮູ້ສຶກຜູກພັນຂອງເຂົາເຈົ້າຢູ່ໂຮງຮຽນ ແລະ ຫວັງວ່າຈະໄດ້ຮັບຊາບຜົນຂອງການສຶກສາຄົ້ນຄວ້ານີ້ ແລະ ຈະສືບຕໍ່ການຮ່ວມມືຂອງພວກເຮົາກັບກະຊວງ ສສກ ເພື່ອກຳນົດ ແລະ ສົ່ງເສີມວິທີການສອນທີ່ຊຸກຍູ້ໃຫ້ມີສະພາບແວດລ້ອມການຮຽນທີ່ສົ່ງເສີມການຮຽນແບບມີສ່ວນຮ່ວມຂອງນັກຮຽນທີ່ມີຄວາມຫຼາກຫຼາຍ.

ການສຶກສາຄົ້ນຄວ້າ ໄດ້ກວມເອົາ 30 ເມືອງເປົ້າໝາຍ ໃນ 7 ແຂວງ ຄື: ຜົ້ງສາລີ ຫຼວງນ້ຳທາ ບໍ່ແກ້ວ ຫົວພັນ ຊຽງຂວາງ ຄຳມ່ວນ ແລະ ສະຫວັນນະເຂດ ໃນແຕ່ລະເມືອງ ຈະມີໂຮງຮຽນ 4 ແຫ່ງ ຖືກຄັດເລືອກໂດຍອີງໃສ່ປັດໄຈດ້ານຄວາມຫຼາກຫຼາຍ ໃນນີ້ລວມມີນັກຮຽນທີ່ບໍ່ເວົ້າພາສາລາວ ເປັນພາສາຫຼັກຢູ່ເຮືອນ ນັກຮຽນພິການ ແລະ ນັກຮຽນທີ່ເຂົ້າຮຽນບໍ່ສະໝ່ຳສະເໝີ ເງື່ອນໄຂເພີ່ມເຕີມທີ່ນຳມາຄົ້ນຄວ້າແມ່ນເພດຂອງຜູ້ອຳນວຍການ ແລະ ຄູ ພ້ອມທັງປັດໄຈດ້ານທີ່ຕັ້ງ ພູມສັນຖານ ການຈັດການສອນຫ້ອງຄວບ ຖ້າໂຮງຮຽນກຳລັງປະຕິບັດການສົ່ງເສີມການສອນບົດຮຽນເຝິກເວົ້າພາສາລາວ ການສຶກສາຄົ້ນຄວ້າຈະລວມມີການເກັບກຳຂໍ້ມູນດ້ານຄຸນນະພາບ ແລະ ດ້ານປະລິມານ ໃນໄລຍະ 3 ປີ ໃນເດືອນກຸມພາ ແລະ ເດືອນມີນາ ແຕ່ລະປີການຄົ້ນຄວ້າກໍລະນີສຶກສາດ້ານຄຸນນະພາບ ຈະດຳເນີນຜ່ານການສຳພາດນັກຮຽນ ຜູ້ປົກຄອງ ແລະ ຄູ ໃນ 21 ໂຮງຮຽນເປົ້າໝາຍ ໃນເດືອນເມສາຂອງແຕ່ລະປີ ການທົດສອບລະດັບພາສາລາວຈະດຳເນີນຢູ່ໃນ 120 ໂຮງຮຽນ ຊັ້ນ ປ1 ຫາ ປ2 ປ3 ແຕ່ລະພາກຮຽນ ຂໍ້ມູນການຕິດຕາມຈະເກັບກຳຈາກຄູ ແລະ ຜູ້ທີ່ໃຫ້ການຊ່ວຍເຫຼືອເຂົາເຈົ້າ ຜ່ານຊ່ອງທາງການສັງເກດການສອນໃນຫ້ອງຮຽນ.

ການສຶກສາຄົ້ນຄວ້າ ການຮຽນ-ການສອນແບບມີສ່ວນຮ່ວມ ແມ່ນນຳໃຊ້ວິທີການສະເພາະ ຄື: ຄວາມຮູ້ສຶກຜູກພັນ ໂດຍເນັ້ນໃສ່ປັດໄຈດ້ານສັງຄົມ ຈິດໃຈ ແລະ ສິ່ງແວດລ້ອມ ທີ່ມີອິດທິພົນຕໍ່ການຮຽນຂອງນັກຮຽນ ການສຶກສາຄົ້ນຄວ້າຈະຕິດຕາມການປ່ຽນແປງຂອງຄະແນນການທົດສອບລະດັບພາສາລາວ ຂອງນັກຮຽນ ເພື່ອຊອກຫາວ່າການປັບປຸງປັດໄຈເຫຼົ່ານີ້ ເຮັດໃຫ້ຜົນການຮຽນຂອງນັກຮຽນດີຂຶ້ນ ຫຼື ບໍ່ ຄູສາມາດມີອິດທິພົນຫຼາຍຕໍ່ຊີວິດຂອງນັກຮຽນບໍ່.

ໃນລະຫວ່າງການເຝິກອົບຮົມການເກັບກຳຂໍ້ມູນໃນຕົ້ນເດືອນກຸມພາ ວິຊາການຈາກ ສສກ ໄດ້ບອກ ເລົ່າກ່ຽວກັບປະສົບການສ່ວນຕົວຂອງເຂົາເຈົ້າ ເລື່ອງຄູ ຜູ້ທີ່ໄດ້ເຮັດໃຫ້ເຂົາເຈົ້າປະທັບໃຈມາແຕ່ຍັງນ້ອຍຕອນເປັນນັກຮຽນ ເລື່ອງລາວຂອງຄູທີ່ຕ້ອນຮັບນັກຮຽນດ້ວຍຮອຍຍິ້ມ ເວົ້າແລ້ວນັກຮຽນຢາກຕັ້ງໃຈຟັງ ຫຼື ຄຳເວົ້າທີ່ຊຸກຍູ້ໃຫ້ນັກຮຽນເຮັດຕາມຄວາມຝັນ ວິຊາການຈາກກະຊວງ ສສກ ຫຼາຍທ່ານໄດ້ບອກເລົ່າເລື່ອງລາວຂອງຄູ ທີ່ເປັນແຮງບັນດານໃຈໃຫ້ເຂົາເຈົ້າເຮັດວຽກໃນຂະແໜງການສຶກສາ ຄູທີ່ສ້າງແຮງບັນ ດານໃຈເຫຼົ່ານີ້ ໄດ້ສ້າງຄວາມຮູ້ສຶກຜູກພັນເປັນບ່ອນປ້ອງກັນໃຫ້ນັກຮຽນຮູ້ສຶກປອດໄພ ມີຄວາມສາມັກຄີກັນໃນກຸ່ມ ແລະ ຮັບຮູ້ຄວາມສຳຄັນຂອງການປະກອບສ່ວນທີ່ເປັນເອກະລັກຂອງນັກຮຽນແຕ່ລະຄົນ.

ນຳສະເໜີໂດຍ: ແວ່ນຂາວ

2025-02-14	Pasaxon Facebook

ປະຊາຊົນ
February 14 at 1:43 PM ·

ກະຊວງ ສສກ - ລັດຖະບານອົສຕຣາລີ ສືບຕໍ່ຮ່ວມມືກຳນົດການສອນແບບມີສ່ວນຮ່ວມ
....
ໃນລະຫວ່າງວັນທີ 10 ກຸມພາ - 7 ມີນາ 2025, ທີມງານຄົ້ນຄວ້າເກັບກຳຂໍ້ມູນ 32 ທ່ານ ຈາກ ກະຊວງ ສຶກສາທິການ ແລະ ກິລາ (ສສກ) ແລະ ວິທະຍາໄລຄູ 3 ແຫ່ງ (ຫຼວງນ້ຳທາ, ຄັງໄຊ ແຂວງ ຊຽງຂວາງ ແລະ ສະຫວັນນະເຂດ) ຈະໄດ້ເດີນທາງໄປ ໂຮງຮຽນປະຖົມໃນ 30 ເມືອງເປົ້າໝາຍ ເພື່ອເກັບກຳຂໍ້ມູນການຮຽນການສອນປີທີ 2 ຂອງໄລຍະເວລາການຄົ້ນຄວ້າ ທັງໝົດ 3 ປີ. ການສຶກສາຄົ້ນຄວ້າໄດ້ເລີ່ມຂຶ້ນໃນປີ 2024 ຊຶ່ງນຳພາໂດຍກົມສ້າງຄູ (ສສກ) ໂດຍໄດ້ຮັບການສະໜັບສະໜູນ ຈາກລັດຖະບານອົສຕຣາລີ ຜ... See more

2025-02-17	Edu-Sport Daily News Facebook

ໜັງສືພິມສຶກສາ, ວິທະຍາສາດ ແລະ ກິລາ ອອນລາຍ
Yesterday at 12:39 PM ·

ສສກ-ອົດສະຕຣາລີ ສືບຕໍ່ການຮ່ວມມື ກຳນົດການສອນແບບມີສ່ວນຮ່ວມ

ໃນລະຫວ່າງວັນທີ 10 ກຸມພາ-7 ມີນາ 2025, ທີມງານຄົ້ນຄວ້າເກັບກຳຂໍ້ມູນ 32 ທ່ານ ຈາກກະຊວງສຶກສາທິການ ແລະ ກິລາ (ສສກ) ແລະ ວິທະຍາໄລຄູ 3 ແຫ່ງ (ຫຼວງນ້ຳທາ, ຄັງໄຊ ແລະ ສະຫວັນນະເຂດ) ໄດ້ເດີນທາງໄປໂຮງຮຽນປະຖົມໃນ 30 ເມືອງເປົ້າໝາຍ ເພື່ອເກັບກຳຂໍ້ມູນການຮຽນການສອນປີທີ 2 ຂອງໄລຍະເວລາການຄົ້ນຄວ້າທັງໝົດ 3 ປີ.

ການສຶກສາຄົ້ນຄວ້າໄດ້ເລີ່ມຂຶ້ນໃນປີ 2024 ຊຶ່ງນຳພ... See more

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2025-02-17	Pathedlao Facebook

ປະເທດລາວ Pathedlao
Yesterday at 2:03 PM ·

ເກັບກຳຂໍ້ມູນສຶກສາຄົ້ນຄວ້າ ການຮຽນ
ແບບມີສ່ວນຮ່ວມຢູ່ 30 ເມືອງເປົ້າໝາຍ

ຂປລ. ໃນລະຫວ່າງວັນທີ 10 ກຸມພາ ຫາ 7 ມີນາ 2025 ທີມງານຄົ້ນຄວ້າເກັບກຳຂໍ້ມູນ ກະ ຊວງສຶກສາທິການ ແລະ ກິລາ (ສສກ) ແລະ ວິທະຍາໄລຄູຈາກ ຫລວງນໍ້າທາ, ສົງໄຂ ແລະ ສະຫວັນນະເຂດ ຈະເດີນທາງໄປໂຮງຮຽນປະຖົມໃນ 30 ເມືອງເປົ້າໝາຍ ເພື່ອກຳນົດການປະຕິບັດການສອນທີ່ມີຄຸນນະພາບ ນຳໄປສູ່ການເພີ່ມຂຶ້ນຂອງການມີສ່ວນຮ່ວມຂອງນັກຮຽນ ແລະ ການປັບປຸງຜົນການຮຽນ ໂດຍຈະຄົ້ນຫາຄວາມຜູກພັນຂອງນັກຮຽນ ການມີສ່ວນຮ່ວມ ແລະ ປັດໃຈທີ່ສົ່ງຜົນຕໍ່ຜົນການຮຽນຂອງນັກຮຽນ ໂດຍໄດ້ຮັບສະໜັບສະໜູນຈ... See more

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2025-02-17	Vientiane Mai Facebook

ວຽງຈັນໃໝ່/VientianeMai
Yesterday at 6:37 AM ·

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ໃນລະຫວ່າງວັນທີ 10 ກຸມພາ - 7 ມີນາ 2025 ທີມງານຄົ້ນຄວ້າເກັບກຳຂໍ້ມູນ 32 ທ່ານ ຈາກກະຊວງສຶກສາທິການ ແລະ ກິລາ (ສສກ) ແລະ ວິທະຍາໄລຄູ 3 ແຫ່ງ (ຫຼວງນໍ້າທາ ສົງໄຂ ແລະ ສະຫວັນນະເຂດ) ຈະເດີນທາງໄປໂຮງຮຽນປະຖົມໃນ 30 ເມືອງເປົ້າໝາຍ ເພື່ອເກັບກຳຂໍ້ມູນການຮຽນການສອນປີທີ 2 ຂອງໄລຍະເວລາການຄົ້ນຄວ້າທັງໝົດ 3 ປີ.

ການສຶກສາຄົ້ນຄວ້າໄດ້ເລີ່ມຂຶ້ນໃນປີ 2024 ເຊິ່ງນຳ... See more

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Tetra Tech International Development Services
February 21 at 8:03 AM ·

Exciting Collaboration for Inclusive Education in Laos!

The Ministry of Education and Sports (MoES) in Laos and Australia are continuing their partnership to identify inclusive teaching practices.

A dedicated team of 32 enumerators from MoES and three Teacher Training Colleges will visit primary schools in 30 districts to collect data for the Inclusive Teaching and Learning study. This initiative, supported by the Australian Government through the BEQUAL program, aims t... **See more**

BEQUAL-LAOS.ORG
Ministry of Education and Sports and Australia continue collaboration to identify inclusive teaching practices - Basic Education Quality and Access in Lao PDR

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Exciting Collaboration for Inclusive Education in Laos!

The Ministry of Education and Sports (MoES) in Laos and Australia are continuing their partnership to identify inclusive teaching practices.

A dedicated team of 32 enumerators from MoES and three Teacher Training Colleges will visit primary schools in 30 districts to collect data for the Inclusive Teaching and Learning study. This initiative, supported by the Australian Government through the BEQUAL program, aims to enhance student engagement and learning outcomes.

Ms. Vanessa Hegarty, First Secretary at the Australian Embassy, said, "Australia is committed to inclusive education. We believe that all students should have access to quality education that effectively meets their diverse needs in a responsive, accepting, respectful and supportive environment."

Stay tuned for updates as we #BuildingLaosFutureTogether !

Read more here: https://hubs.la/Q0372SrD0

#AustraliaInLaos #Laos

Ministry of Education and Sports and Australia continue collaboration to identify inclusive teaching practices -...
hubs.la

18

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2025-02-27	Vientiane Times Facebook

Vientiane Times
55m ·

Australia extends support for inclusive teaching in schools

The Ministry of Education and Sports and the Australian government are continuing collaboration to identify inclusive teaching practices, with the second round of qualitative data collection for the Inclusive Teaching and Learning Study underway in 30 districts.....(Continue read)
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Ministry of Education and Sports and Australia continue collaboration to identify inclusive teaching practices

POSTED ON 13 FEBRUARY 2025

Interviews of students for collective qualittative data for the inclusive study

The second round of qualitative data collection for the Inclusive Study will begin in February in 30 districts

From 10 February – 7 March 2025, a research team of 32 enumerators from several Ministry of Education and Sports (MoES) departments and three Teacher Training Colleges (Luang Namtha, Khang Khai and Savannakhet) will travel to primary schools across 30 target districts to collect the second year of data for the 3-year Inclusive Teaching and Learning study.

The study was launched in 2024 and is led by the Department of Teacher Education (DTE) with support from the Australian Government through the Basic Education Quality and Access in Lao PDR (BEQUAL) program. The objective is to identify quality teaching practices that lead to increased student engagement and improved learning outcomes. The study will explore student belonging, engagement, and their impact on student learning outcomes.

Ms Vongdeuane Osay, Director General of DTE, said ***"the Department of Teacher Education guided the design of the Inclusive Study and provided guidance to districts and Teacher Training Colleges on how to select schools for the study, how to support the teams collecting data during field visits, and how to facilitate reflection and discussion about initial insights from the data."***

The study covers 30 target districts across seven provinces – Phongsaly, Luang Namtha, Bokeo, Houaphanh, Xiangkhouang, Khammouane, and Savannakhet. In each district, four schools were selected based on diversity factors. These included the presence of students who do not speak Lao at home, students with disabilities, and students with low attendance. Additional criteria considered were the gender of principals and teachers, as well as geographic location, multigrade settings, and whether the school is implementing remedial Spoken Lao language lessons.

The study includes the collection of qualitative and quantitative data over a three-year period. In February and March each year, qualitative case study research will be carried out through interviews with students, parents and their teachers in 21 target schools. In April each year, Lao language tests will be carried out in 120 schools from grade one through to grade two and grade three. Each semester, monitoring data such as classroom observations will be gathered from teachers and the people supporting them.

Enumerators share stories of their childhood teachers who inspired them

Enumerators walking to a remote school to conduct interviews

Ms Vanessa Hegarty, First Secretary, Australian Embassy said ***"Australia is committed to inclusive education. We believe that all students should have access to quality education that effectively meets their diverse needs in a responsive, accepting, respectful and supportive environment. In the current context of school dropouts, it is crucial to identify the teaching practices that respond best to students' needs and foster their sense of belonging at school."***

The Inclusive Teaching and Learning study uses a unique 'belonging' approach focusing on social, psychological and environmental factors that influence students' learning. The study will track changes in student Lao language test scores to find out whether improving these factors leads to improved student learning outcomes. Teachers can have a profound impact on students' lives. During the enumerator training at the beginning of February, MoES staff shared personal stories of teachers who left a lasting impression on them as a student. There were stories of teachers offering a welcoming smile, a listening ear, or words which encouraged students to pursue their dreams. Many of the MoES staff shared stories of teachers who had inspired them to work in the education sector. These inspiring teachers created a sense of BELONGING – a **sanctuary** where students felt safe, **harmony** in the group, and recognition of the **significance** of each students' unique contributions.

Interviews of students for collective qualittative data for the inclusive study

Interviews of students for collective qualittative data for the inclusive study

Ms Vongdeuane added ***"The study will help us improve our continuing professional development system. We will identify the successful teaching practices that lead to more inclusive student learning in the sample schools. We will look at which continuous professional development approaches were used. Those promising approaches will be shared with teachers and their school community to further support teachers to address students' needs."***

Ms Vanessa concluded ***"I am looking forward to the results of this study and continuing our collaboration with the Ministry of Education to identify and promote teaching approaches that encourage an inclusive learning environment for a diverse range of students."***

Enumerators trial student activity to share nice statements with each other

2025-02-17	KPL English Website

MoES, Australia Strengthen Collaboration on Inclusive Teaching Practices

KPL The Ministry of Education and Sports (MoES) and the Australian Government continue their collaboration to identify and enhance inclusive teaching practices in the Lao PDR. As part of this effort, a research team of 32 enumerators from various MoES departments and three Teacher Training Colleges (Luang Namtha, Khang Khai, and Savannakhet) will visit primary schools across 30 target districts from 10 February to 7 March 2025 to collect data for the second year of the three-year Inclusive Teaching and Learning study.

Enumerators share stories of their childhood teachers who inspired them

(KPL) The Ministry of Education and Sports (MoES) and the Australian Government continue their collaboration to identify and enhance inclusive teaching practices in the Lao PDR. As part of this effort, a research team of 32 enumerators from various MoES departments and three Teacher Training Colleges (Luang Namtha, Khang Khai, and Savannakhet) will visit primary schools across 30 target districts from 10 February to 7 March 2025 to collect data for the second year of the three-year Inclusive Teaching and Learning study.

Launched in 2024, the study is led by the Department of Teacher Education (DTE) with support from the Australian Government through the Basic Education Quality and Access in the Lao PDR (BEQUAL) program. The research aims to identify effective teaching practices that enhance student engagement and learning outcomes by exploring factors such as student belonging, engagement, and their impact on academic success.

Interviews of students for collective qualitative data for the inclusive study

Ms. Vongdeuane Osay, Director General of DTE, highlighted the department's role in guiding the study's design and supporting the districts and Teacher Training Colleges in school selection, data collection, and analysis.

The study encompasses 30 target districts across seven provinces: Phongsaly, Luang Namtha, Bokeo, Houaphanh, Xiengkhouang, Khammouane, and Savannakhet. In each district, four schools were selected based on diversity factors, including the presence of students who do not speak Lao at home, students with disabilities, and students with low attendance. Additional selection criteria considered gender representation among principals and teachers, geographic location, multigrade settings, and the implementation of remedial Spoken Lao language lessons.

Over the three-year period, the study will collect both qualitative and quantitative data. Each year in February and March, qualitative case study research will involve interviews with students, parents, and teachers from 21 target schools. Additionally, in April, Lao language tests will be conducted in 120 schools across grades one to three. Classroom observations and other monitoring data will be gathered each semester to track ongoing progress.

Enumerators walking to a remote school to conduct interviews

Ms. Vanessa Hegarty, First Secretary at the Australian Embassy, reaffirmed Australia's commitment to inclusive education. "We believe that all students should have access to quality education that meets their diverse needs in a responsive, accepting, respectful, and supportive environment. Identifying effective teaching practices is crucial in addressing school dropout rates and ensuring students feel a sense of belonging at school."

The Inclusive Teaching and Learning study employs a unique 'belonging' approach, examining social, psychological, and environmental factors that influence student learning. The study will analyze changes in student Lao language test scores to determine the impact of these factors on learning outcomes.

Interviews of students for collective qualitative data for the inclusive study

During the enumerator training in early February, MoES staff shared personal experiences of teachers who made a lasting impact on their lives. Many recounted stories of teachers who offered encouragement, a welcoming smile, or a listening ear, fostering a sense of belonging that inspired them to pursue careers in education.

Interviews of students for collective qualitative data for the inclusive study

Ms. Vongdeuane emphasized that the study's findings will help enhance the continuing professional development system for teachers. "By identifying successful teaching practices in our sample schools, we can determine which professional development approaches are most effective. These insights will be shared with teachers and school communities to better support student learning."

Ms. Vanessa concluded, "I look forward to the results of this study and to continuing our collaboration with the Ministry of Education to promote teaching approaches that foster inclusive learning environments for all students."

)3:00

LAO PRESS IN FOREIGN LANGUAGES
Vientiane Times
www.vientianetimes.org.la www.vientianetimes.la

An enumerator talks to schoolchildren as part of the Inclusive Teaching and Learning Study.

Australia extends support for inclusive teaching in schools

The Ministry of Education and Sports and the Australian government are continuing collaboration to identify inclusive teaching practices, with the second round of qualitative data collection for the Inclusive Teaching and Learning Study underway in 30 districts.
From February 10 to March 7, a team of 32 enumerators from several departments of the Ministry of Education and Sports and teacher training colleges is visiting primary schools in 30 target districts to collect the second year of data for the 3-year study.
The study was launched in 2024 and is led by the Department of Teacher Education with support from the Australian Government through the Basic Education Quality and Access in Laos (BEQUAL) programme.
The objective is to identify quality teaching practices that lead to increased student engagement and improved learning outcomes. The study will explore student belonging, engagement, and their impact on student learning outcomes.
Director General of the Department of Teacher Education, Ms Vongdeuane Osay, said "The department guided the design of the study and provided guidance to districts and teacher training colleges on how to select schools for the study, how to support the teams collecting data during field visits, and how to facilitate reflection and discussion about initial insights from the data."
The study covers 30 target districts in the provinces of Phongsaly, Luang Namtha, Bokeo, Huaphan, Xieng Khuang, Khammuan and Savannakhet. In each district, four schools were selected based on diversity factors. These included the presence of students who do not speak Lao at home, students with disabilities, and students with low attendance.
Additional criteria considered were the gender of principals and teachers, as well as geographic location, multigrade settings, and whether the school is implementing remedial Spoken Lao language lessons.
The study includes the collection of qualitative and quantitative data over a three-year period. In February and March each year, qualitative case study research will be carried out through interviews with students, parents and their teachers in 21 target schools.
First Secretary at the Australian Embassy, Ms Vanessa Hegarty, said "Australia is committed to inclusive education. We believe that all students should have access to quality education that effectively meets their diverse needs in a responsive, accepting, respectful and supportive environment."
"In the current context of school dropouts, it is crucial to identify the teaching practices that respond best to students' needs and foster their sense of belonging at school."
The Inclusive Teaching and Learning Study uses a unique 'belonging' approach focusing on social, psychological and environmental factors that influence students' learning.
The study tracks changes in student Lao language test scores to find out whether improving these factors leads to improved student learning outcomes.

By **Times Reporters**
(Latest Update February 27, 2025)