



Lao People's Democratic Republic

Sengdeuane Lachanthaboun
Deputy Minister of Education



Mrs. Sengdeuane Lachanthaboun has been working in the field of Education since 1984, as the lecturer, she started the teaching Mathematic for 5 years at pedagogy University, Vientiane Lao PDR which become the actual Faculty of Education, National University of Laos. Freshly graduated from Pedagogy Institute of University Lao PDR. In year 1993 she has shifted her work from the University level to work at Teacher Training Department, the Ministry of Education as Administrative and Planning strategy work until in year 1999 she had promoted to Director- General of Teacher Training Department. Mrs. Sengdeuane Lachanthaboun has been active in working, her vision of improving education in Lao PDR is to facilitate universal access to primary education, to eradicate illiteracy and to ensure compulsory primary education for all and gender equality in education, improve the quality and adaptability of education including technical, vocational and skills training education. In July 2006, She was promoted as the Deputy Minister for Ministry of Education Lao PDR since July 2006, who play the important role to leader the implementation of National Education system Reform Strategy, as She has been actively involved in many Education activities. As She is a vice president of the National Commission for Mother and Children NCMC and also the Secretary-General for National Commission for EFA and National Commission for Education Reform. She previously service as vice chairman of Southeast Asia Minister of Education Organization Regional Center for Science and Mathematics (SEAMEO – RECSAM) from 2004-2006 .She received good academic record as graduated Bachelor degree in Education in University of Pedagogy Vientiane Lao PDR in 1977, obtained her Diploma of Educational Administrative from Germany and Hungary, and holding a M.A in Education Administrative from Deakin University of Australia. She also received the Excellent Service Awards from Education and the Government of Lao PDR.

Public Sector Policy for Inclusive Education, Lao PDR

The Government of Lao PDR has made significant progress in implementing policies related to inclusive education. The recent Education for All (EFA) Mid Decade Assessment shows that the participation of disadvantaged groups, including children from poor families, females, some ethnic groups and the disabled has been improving in the past 5-10 years.

For example, the gender parity indices for primary education have shown an upward trend, although more still needs to be done. The enrolment share in primary education from the 47 poorest districts has also increased significantly. The percentage of primary school enrolment from some ethnic groups, especially hill tribes, has increased from around one quarter to more than one third in the past six years. Special needs provision is increasingly part of the Ministry policy agenda.

Lao PDRs public sector policy for inclusive education can be characterized under four main themes: i) adopting a systemic approach, ii) implementing a mainstreaming strategy, iii) introducing selective targeted interventions and iv) strengthening strategy screening and performance monitoring systems. Each of these approaches will now be briefly outlined.



We recognize that many of the barriers for access and quality improvement, as part of inclusive education, are due to fundamental systemic issues which can inordinately affect disadvantaged groups. These include formal and informal cost barriers, distances to school and variability in access to facilities and qualified teachers. In order to address these constraints the Government is providing scholarships for the poor, increasing access to village primary schools and recruiting teachers from ethnic groups. These measures are showing some success, with larger numbers of ethnic group teachers in schools and teachers colleges.

Our second strategy is to promote mainstreaming through measures that facilitate disadvantaged groups attending the existing formal school network. This includes a curriculum which is sensitive to gender and ethnic group concerns and culture, begins to recognize the need to adjust the school physical environment for special needs (e.g. wheelchair access) and incorporates appropriate special needs provision (e.g. provide more teaching aids and add more related alphabets to enhance medium instruction to ethnic groups children in early grades).

The third strategy involves the use of specific targeted interventions that address the needs of groups which cannot be covered through systemic approaches. For example, in some areas, special boarding provision is provided, sensitive to the needs of females and some ethnic groups. Some specific teacher training interventions have been designed to enhance training and recruitment of ethnic group teachers and from more remote districts and villages. Selective provision is available for severely disabled children, including those with severe learning, hearing and sight difficulties.

The fourth and final strategy is to more effectively set standards, indicators and information systems for monitoring progress towards inclusive education. National and provincial/district information systems incorporate specific inclusive education measures and geographic and socio-economic disaggregation. These are well illustrated in the Lao PDR EFA Mid Decade Assessment. Specific centers have been established within the Ministry of Education for ensuring any systemic or targeted interventions are rigorously screened to ensure disadvantaged groups can benefit equally and that inclusivity is enhanced.