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SEAMEO - The University of Tsukuba
Symposium VIII
13-14 February 2020
Tokyo Campus, University of Tsukuba
Japan

Barriers to Inclusive Education:

A Critical Analysis of Village Education Development
Committee's Participation toward the Border School
Development Project of SEAMEO CED in Lao PDR.

SEAMEO CED
Vientiane Capital, Lao PDR.



Background



- Ensuring local- and community-level involvement in Education Development.
- Helping to achieve national goals of universal access to- and completion of basic education.
- Build teachers and school leaders capacity, engage with communities and parents and utilize existing skills,
- Develop equitable education in Border Communities of SEAMEO Member Countries.



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Scope of Study



Key points.

- Critical analyses the participation of communities toward the education development in Border School.
- Identify the key challenges that Border School faces.
- Formulating the possible solutions to upgrade the quality of education for borders school.
- Building the relationship between SEAMEO CED and Village Education Development Committees (VEDCs).



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Scope of Study



Key points

- To engage policy process by supporting scholarly works that would bring multifaceted perspectives on development issues and provide new knowledge on the impacts and consequences of policy choices.
- Providing resources and opportunities to the VEDC could be a potent and active partner in the education development process.



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Objectives.



- To consult with expert in the field and identify the problem faces by Border School in pilot study.
- To find the best model of VEDCs in pilot project of SEAMEO CED in order to implement in other school near the Borderland of SEAMEO members countries.
- To formulate possible solution and provide opportunities numbers of needs. Such as training, school material, activities and so on.



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Border School Sharing of SEAMEO Members Countries.



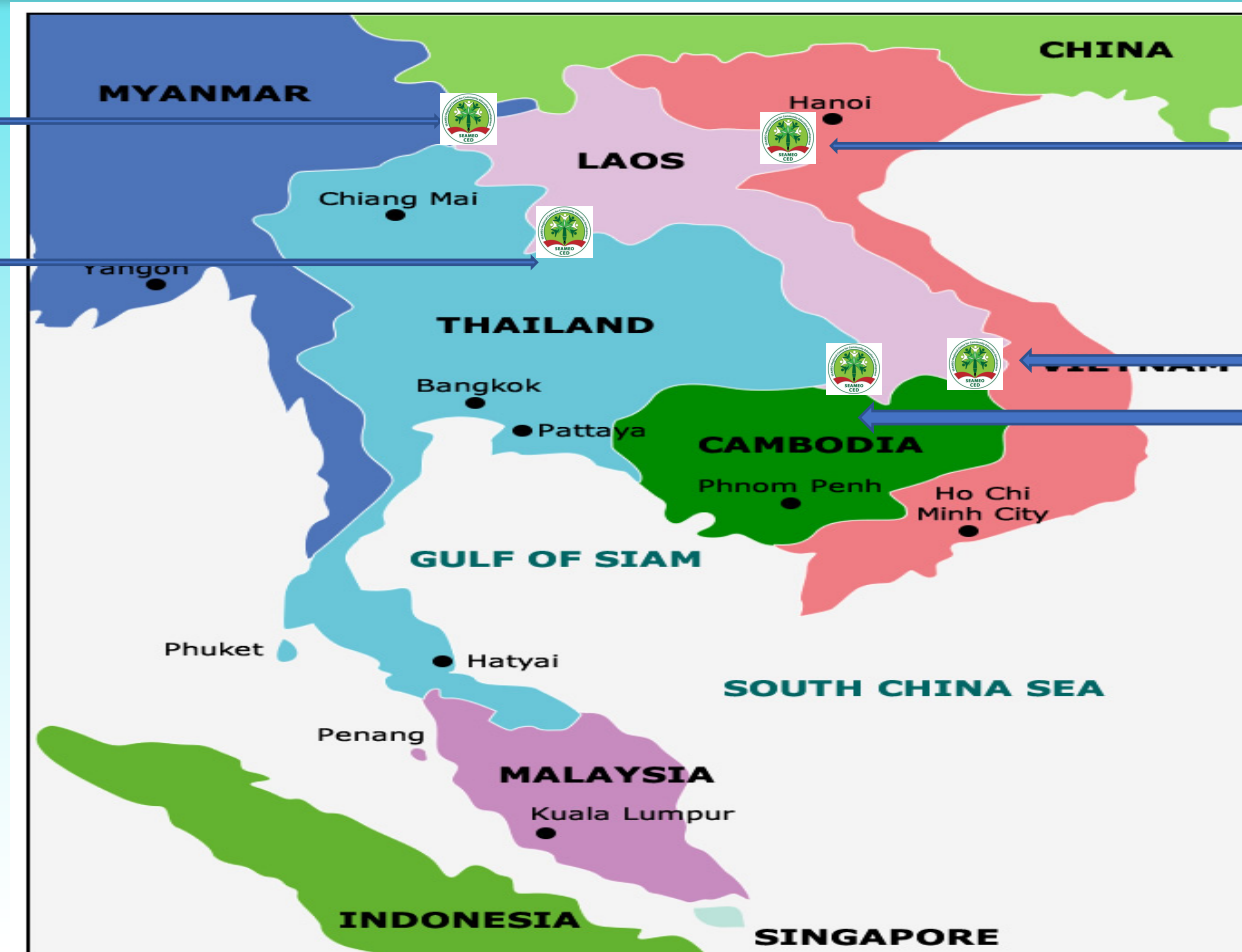
Bokeo Province

Sangthong District,
Vientiane Capital

Huaphan Province

Attapea Province

Champasack Province



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Key Statistics – School level



School level information	[1] Huaphan P.		[2] Bokeo P.		[3] Champasak P.		[4] Vientiane C.		
	Viengxay district		Merng district		Phonthong district		Sukuma district	Sangthong district	
	Primary		Primary	Lower Sec.	Primary	Lower Sec.	Secondary S.	Lower Sec.	Secondary S
School name	[1] Ban Dan	[2] Ban Deauy	[3] HuaySan	[4] PhaDam	[5] KengKang	[6] VungTao	[7] Nonesamphanh	[8] Samphanna	[9] NamSang
Principal age (Gender)	49 (Male)	51 (Male)	39 (Male)	34 (Male)	50 (Male)	49 (Male)	48 (Male)	39 (Female)	61 (Male)
Volunteer Numbers (Female)	0	2 (2)	0	1 (0)	0	3 (2)	2 (2)	9 (7)	9 (8)
Teacher Numbers (Female)	2 (1)	4 (0)	4 (1)	7 (2)	6 (2)	12 (3)	15 (8)	9 (3)	23 (10)
Teacher age on average	49	51.50	31.25	30.71	42.17	34.67	33.42	38.22	
Training numbers on average since 2010-2018	1.50	0.67	1.25	1.00	0.17	0.50	0.50	?	?
Student numbers (female)	23 (12)	88 (43)	90 (48)	107 (53)	134 (62)	201 (117)	142 (84)	146 (72)	623 (311)
Dropout rate (%)	0	0	15	2.6	0	4.04	13.16	8.21	4.90
Population (Village number)	297 (1)	981 (3)	733 (1)	2,057 (5)	1,411 (2)	3,635 (2)	3,519 (2)	2,242 (?)	5,861 (8)



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Huaphan Provinces Border School with Vietnam.



- Huaphan Province is located in the northern part of Lao PDR and is about 650 kilometres from Vientiane Capital.
- Ban Deuy and Ban Dan, Viengxay District 85 Km far from Huaphanh Province.

There are 5 Major issues in Both Schools:

1. The capacity of Director School has limited due to lacking of certain skills.
2. Multi grade classroom teaching and managing skills of teachers have remain poor and limited.
3. Lacking of material to facilitate in teaching and learning.
4. Village Education Development Committee did not effectively worked on their task.
5. Parents lacking of motivation skills to let their kids go to school.



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School environmental in Borderland of Vietnam



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Border School in Bokeo Provinces



- Bokeo Province is in the Northern Province in the west-east of Laos. It is about 894 km far from Vientiane Capital.
- 70% of the total area is mountainous.
- Phadam and Heuysan Border School has border with Thailand and Myanmar about 01 – 3 Km far.



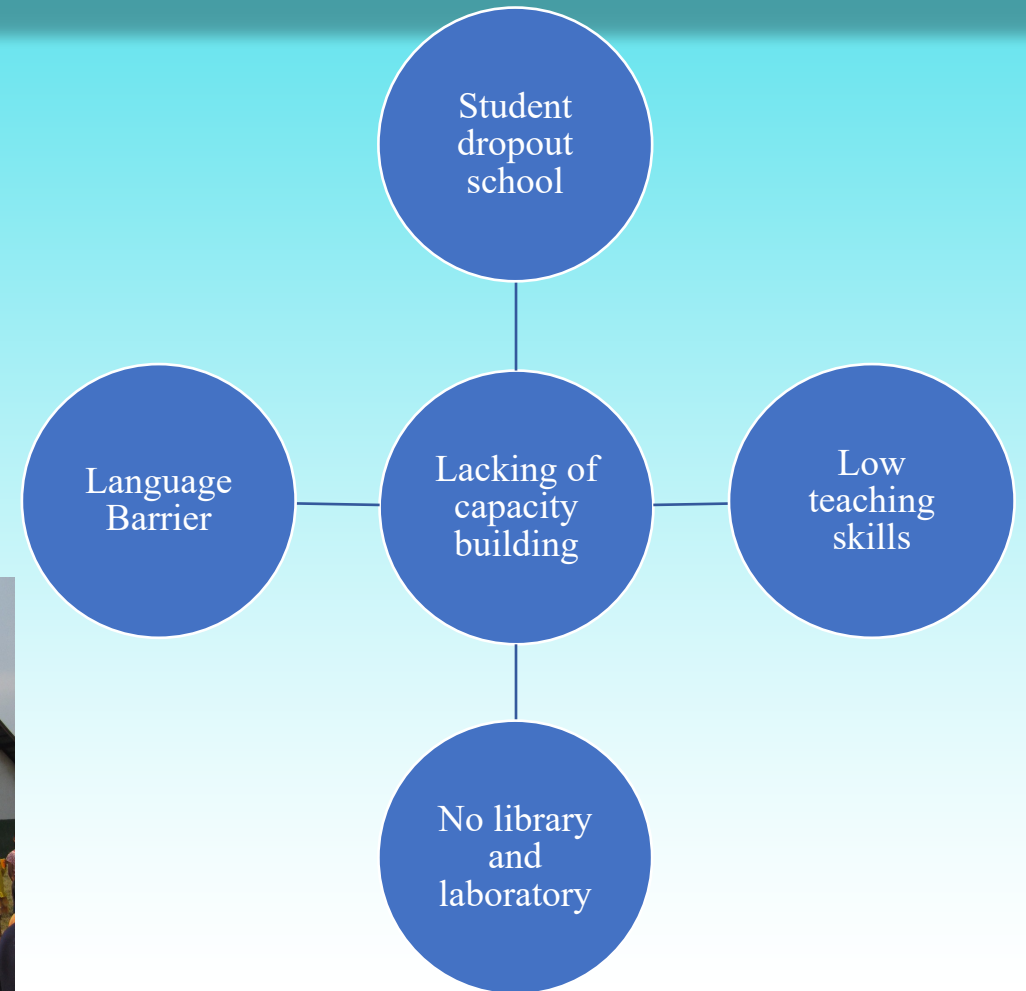
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School Face Challenges in Bokeo Provinces



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Border School Sangthong District, Vientiane Capital.



- Sangthong District was located in Vientiane, about 75 km from Vientiane Capital has school border with Thailand.



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Issues faces by School in Vientiane Capital.



#	Challenges	Responses
1	Learning outcomes of Students remain poor	Tutoring some poor learning students and providing suitable learning tools for them
2	Lack of teaching experiences for some subject teachers	School has organized some subject teaching orientation
3	Parents leaves kids for works in others countries.	School and village authority worked together to visit students' houses to explain basic education and held a workshop with them
4	School has not enough teaching materials	<ul style="list-style-type: none"> Teachers have created suitable teaching material by themselves Use local existing materials to create sport equipment such as bamboo sticks, wooden plates and weigh lifting equipment
5	Not enough teachers' office space	Continue to share office with school principal
6	Not enough water for gardening	<ul style="list-style-type: none"> Use water from school ponds for gardening Use wheel water Changing gardening practices for the season before there is insufficient water in the school ponds
7	No School fences but plant more trees inside school areas instead of fences.	Mobilize some materials and labor from the community

Border School in Champasack Province.



- Champasak Province is one of the four Provinces that located in the Southern Part of Laos and it has a distance far from Vientiane Capital city around 700 km.
- Land area: 153,500 ha
- Population: 714, 364
- Champasak Province shares border with Thailand and Cambodia



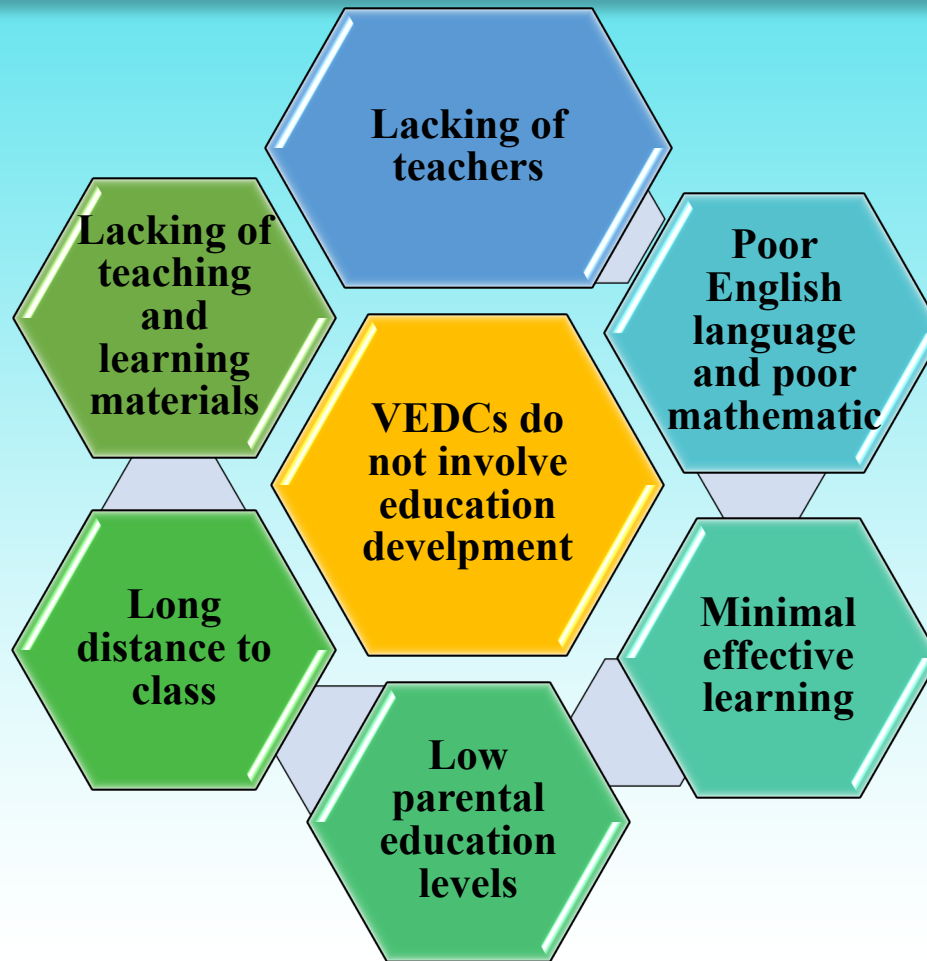
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Border School in Champasack Face Challenges



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Recommendation and Solution.



- SEAMEO CED co-operate with VEDCs to find the ways to promote the equitable access to education for the poor and disadvantage children at school level through several programs, projects, activities, events, etc.
- Then, encourage, promote, motivate, provide assistance, and organize various training workshops, meetings with the management levels and the communities in order to improve the quality of education through the improvement of the existing curriculum, new textbook writing, printing textbooks and nationwide distribution, train teachers and school managers.
- Furthermore, provide the mission and vision to VEDCs members with very clear well states of the roles and responsibilities.
- Provide training program, support activities and provide the necessary needs as much as could do.



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Recommendation and Solution



- Enhanced relationship between SEAMEO members, Stakeholders, Private sectors to support the needs in Border School.



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THANK YOU.



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