

Indicators of inclusive development: an example from Lao PDR

A particularly helpful example of developing indicators to measure the success of inclusive education can be found in Peter Grimes' longitudinal work in Laos for Save the Children (Grimes, 2010). Since the Lao Inclusive Education Project began in 1993, inclusive schools have grown from 1 to 539, and all student achievement measures – for children with or without disabilities – have positively increased (Grimes, 2010).

Coming out of the initial project work, Grimes and other project staff developed 17 indicators to evaluate the current level of inclusive education in Lao PDR (a small landlocked country in South East Asia):

1. All pupils feel welcome in the school
2. All students support each other in their learning
3. All students are well supported by school staff
4. Teachers and parents cooperate well
5. All students are treated equally as valued members of the school
6. All students feel that their opinions and views are valued
7. All students can access learning in all lessons
8. All students can access all parts of the school building
9. All students attend school every day
10. All students enjoy lessons
11. All students are engaged in all lesson activities
12. All students achieve their learning in all subjects according to their individual ability
13. All students learn together
14. All students have appropriate access to health services as necessary
15. The school ensure all students are admitted to school
16. All vulnerable children are successful in their learning
17. The school creates an environment which supports all Childrens' learning.

This list is taken from Appendix B of Save the Children Norway (2009) A Quality Education for All: A History of the Lao PDR Inclusive Education Project, 1993-2009. (Also translated into Lao Lhoum.) http://www.eenet.org.uk/resources/docs/A_Quality_Education_For_All_LaoPDR.pdf. Accessed 1/03/21, written by Peter Grimes