

Country report for  
**Regional Seminar on Community Learning  
Center**

( Chiangmai, 23-27, March 2004 )



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March, 2004



Country Report on Community Learning Center  
in Lao PDR.  
Regional Seminar on Community Learning Center ( 23-27, March 2003 )



*Community Learning Center of Keokou Village*

**Introduction :**

The Lao government Policy on NFE is to eradicate illiteracy and to improve the quality of life for the ethnic minorities and the disadvantage group, specially for girls and women. Due to the reality of the Literacy situation so that the rate of the literate is not high enough. However, the implementation of various measures are required. In addition, the establishment of Community Learning Center is the most suitable for literacy and continuing education program at the grass root level.

This report have prepared by the country report team that were be composed of 4 staffs of NFE Department, the chief of NFE and Vocational Education Division, PES of Vientiane province and the Chief of DEB of Vangvieng, Vientiane province. This team have studied the situation of CLC in Lao PDR from several report and other documentations such as : the report of CLC from Provincial Education Service, the case study on CLC in Lao PDR, the report on the Evaluation and Revision of NFE system and CLC project in Lao PDR representatives from UNESCO Bangkok, the National Workshop on the Evaluation and Revision of NFE system and CLC project in Lao PDR and the Donors meeting on Community Learning Center in Lao PDR, 9 October,2003,Vientiane Lao PDR. e.g. Other mains information sources are documentation from the National Statistics Center, World Bank and Asian Development Bank...The method of the preparation of this report were : Documentary analysis, Short questionnaire and discussion.

Some recent situation of CLC project in Lao PDR that our team put on this report have received from the report of the mission of representatives from UNESCO Bangkok, the National Workshop on the Evaluation and Revision of NFE system and CLC project in Lao PDR and the Donors meeting on Community Learning Center in Lao PDR.

During more then 10 years of the CLC project implementing in Lao PDR, they appeared some lesions such as : Strengths, Weaknesses, Opportunities and Threats.

## Overview :

The Lao PDR. is a landlocked country bordering China and Myanmar in the north, Viet Nam in the east, Thailand in the west and Cambodia in the south. The country covers an area of 236,800 square km and is located in the center of the Southeast Asian peninsula. It extends over 1,700 km north to south, with the widest part of the country from east to west reaching 500 km, the narrowest part 159 km, it is divided into 18 provinces, 141 districts, and approximately 12,000 villages.

The Lao PDR. can be divided in three regions : northern, central and southern. The southern provinces are more heavily forested, with forest covering more than 60 % of the land in some areas. On average, forest cover is just under 50 % .

Mountains and plateaus cover approximately 80 % of the country. In the northern and eastern regions, more than 30 % of the terrain consists of mountains and plateaus 1,000 metres above sea level or higher. Around 50 % of the mountains and plateaus between 200 metres and ,only around 20 % of the terrain is at below 200 metres, including floodplains.

The 1995 national census counted a population of 4.58 million, with just over half ( 50.6 % ) female. This represented an increase of one million since the census of 1985 . With 44 % of the population aged under 15, the country has a very high economic dependency rate of 85 % . Population density is low: 19.4 persons per square km. Fifteen percent of the population are confined to relatively small towns and 85 % live in rural and mountains areas. They are very diverse in term of ethnicity and language. According to the official classification there are 47 different ethnic subgroups in Lao PDR, grouped into four ethno linguistic super stocks and six groups :

- Tai-Kadai, made up of Lao-Phutai 66,2 %;
- Austroasiatic, made up of Mon-khmer, 22,9 % and Vietmuang, 0.1 %;
- Hmong-Yao, 7.4 % and
- Sino-tibetan, made up of Tibeto-Burman, 2.5 % and Hor-Han, 0.2 %

Life expectancy at birth is 51 years ( females 52 years, males 50 years ) one of the lowest in the world. Poverty<sup>1</sup> rates are still high, although the situation has improved : 46 % in 1992-93 ( 20% in urban areas and 53% in rural areas ) down to 39 % in 1997-98 ( 14% in urban areas and 45 % in rural areas )<sup>2</sup>

The total fertility rate is 5.6 per woman. Maternal and infant mortality rates are high, as is chronic malnutrition among the children. In recent years, several social indicators have improved, such as rates of child mortality, school enrolment and adult literacy, while the annual population growth rate has dropped to 2.4 % . However, in the UNDP's Human Development Index, Lao PDR. continues to rank among the poorest countries in Asia

Lao PDR's geographic position as a corridor between five neighbouring countries endows it with great potential for trade, tourism and communication. Since 1986, Lao PDR. has been implementing a comprehensive economic reform programme called the " New Economic Mechanism " ( NEM ) , intended to effect a shift from a centrally planned economy towards a market-oriented economic. The financing of socio-economic development continues to be heavily dependent on foreign funds, through loans , grants and private investment. Foreign loans and investment represent about 20% of GDP while grants account for another 12%. As much as 80% of public investment is funded by foreign capital inflows, due to the low level of domestic saving.

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<sup>1</sup> The World Bank defines a poverty line on the assumption that very individual in each household requires 2,100 calories per day, irrespective of age and sex. People in poverty are those whose level of food consumption fall below 2,100 calories per day.

<sup>2</sup> Lao Expenditure and Consumption Survey, LECS ( 1992-93 ), National Statistics Center.

Since 1998, a weakening domestic reform effort and lack of experience in economic management have combined to aggravate the adverse effect of the regional crisis on the Lao economic. Growth in GDP dropped to 4% in 1998<sup>3</sup>. By January 1999, the value of kip ( the national currency ) had fallen to less 30% of its pre-crisis ( July 1997 ) value, and the rate of the inflation was shooting up 150% annually.

Formal education is provided at five levels : primary ( five years ), lower secondary ( three years ), upper secondary ( three years ), post secondary ( one to two years ) and tertiary ( three to seven years ) . Specialization starts in upper secondary, where three types of programme are offered general / academic, vocational and training and increases at tertiary level. The Ministry of Education ( MOE ) administers the education system through a number of departments. Management of functional responsibilities is decentralized to Province Education Services ( PES ), District Education Bureaus (DEB) , and schools. At the village level, communities participate in school development through school management committees and school principals. The mains channels of financing for education are the central and provincial authorities.

Non-formal education is life-long education for all people regardless of gender or age who do not have the opportunity to be educated through the formal school system, including basic education, educational up-grading, vocational education, and self-directed education that are broad-based, multi-modal and adaptable in order to render populations able to solve problems in their daily life, as well as able to develop the quality of their lives.

#### Meaning of non-formal education<sup>4</sup>

Non-formal education means educational activities implemented supplementary to formal education in order to improve education for the population through the clear identification of target groups and objectives. These education activities can be either independent or a part of another activity. The implementer of these activities can be either the education services themselves or other agencies that use education to help in the development of human resources, or social and economic development.

The goals of non formal education are :

1. To eradicate illiteracy among target groups of people as indicated goals and to upgrade its quality gradually step by step.
2. To improve and expand community education center in order to increase teaching learning in the non formal education.
3. Expand basic vocational training to meet the needs of development of the community in each locality
4. To link illiteracy eradication and training basic vocation with the aim of general income and raising the quality of living and
5. Raising the primary and secondary levels of education for government employees.

Policies of non formal education :

From the concept and meaning of non-formal education above, policy has been established to provide direction in the implementation of non-formal education work in the Lao PDR, such as:

1. To raise consciousness in all people to understand and accept non-formal education work, while realizing the benefit of this work for the development of self, society and nation.

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<sup>3</sup> World Bank and Bank of Lao PDR estimate.

<sup>4</sup> Report on NFE Department 2002

2. To develop non-formal education staff to have high quality, knowledge, abilities and expertise in non-formal education work in order to develop curricula and instructional materials that are suitable to the economic and social conditions, and to protect national tranquility at present and in the future.
3. To provide universal and equitable education for educationally disadvantaged people, especially ethnic women and those in remote areas.
4. To enhance conditions to facilitate and create interest among populations to receive continuing education, and education equivalent to that of the formal system.
5. To organize non-formal education activities in many modalities and broad methods that are of high quality and are appropriate to the economic and social needs and priorities of various localities.
6. To include many sectors including government agencies, private agencies, populations, etc., to take part in the implementation of non-formal education.

To organize non-formal education with the content and attitudes of love of family, home, community and nation, respect for rules, laws, national culture and good traditions, and modern international thinking.

#### NFE Programs and activities

The programs<sup>5</sup> and activities of NFE are:

1. Literacy programs : This programs provide the target group basic education ( Primary education ) and composes 3 levels such as :
  - Level I : Eradicate illiteracy program, there are 340 hours for teaching-leaning time.
  - Level II : This program equivalent to grad 3 of primary school. There use 160 hours for teaching-leaning time.
  - Level III : This program equivalent to grad 5 of primary school. There use 120 hours for teaching-leaning time.
2. Raising the lower and upper secondary levels of education for government employees. This program is equivalency to the secondary of general education.
  - Lower secondary level : The lower secondary curriculum compose of 5 subjects such as Mathematics, Lao literature, Natural Science, Social Science and English. There are 1564 hours to study.
  - Upper secondary level : The upper secondary curriculum compose of 6 subjects such as Mathematics, Lao literature, Physic, Chemical, Biology and English. There are 1582 hours to study.
3. Basic vocational training Programs: There are two kinds of training programs :
  - The basic vocational programs provide for people in remote area, they base on the needs, market and local resources. The general topics arrange for villagers are tailoring, animal raising, gardening, weaving, food processing and mushroom growing . The objective of program are making income generation and improving quality living of remote area people.
  - The vocational skill program is medium term of training that arrange for trainer and youth who can not continue they study and has not work to do. In general, this program implements at practice site such as cum-construction training, tourism and hotel service. The other programs are cloth making, mush room growing and chicken, fish and frog raising. The trainer are NFE staff working at Regional NFE Center and Vocational training Center. The trainees on this program could be vocational trainer at provincial and district level.

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<sup>5</sup> This curriculum had been developed in 1990

However, the Lao Government try to eliminate illiterate people, upgrade educational level and improve the quality living of Lao citizen but we still have some weakness and problems such as :

- The literacy rate is still very low. The adult literacy rate for the population aged 15 and above is found to be 68.7% with 77.0% for males and 60.9% for females respectively.

### Literacy Rates in Lao Language<sup>6</sup>

(n=43,194)

Area / Sub-group	Adults: Aged 15+			Adults: Aged 15-39			Adults: Aged 15-59		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Lao PDR	77.0%	60.9%	68.7%	80.2%	71.1%	75.4%	79.5%	65.5%	72.3%
Urban	87.3%	78.7%	82.8%	89.1%	87.0%	88.0%	88.9%	82.5%	85.6%
Rural	74.3%	56.0%	65.0%	77.9%	66.7%	72.0%	76.9%	60.7%	68.6%
North	69.1%	48.8%	58.7%	73.0%	58.5%	65.4%	71.7%	53.0%	62.2%
Central	81.0%	66.9%	73.8%	84.4%	78.0%	81.0%	83.9%	72.0%	77.7%
South	78.4%	63.3%	70.6%	79.3%	71.7%	75.3%	79.7%	67.0%	73.1%
Tai-Kadai	82.9%	71.9%	77.2%	85.6%	82.8%	84.1%	85.1%	77.1%	81.0%
Austroasiatic	69.7%	47.3%	58.3%	73.3%	56.9%	64.7%	72.2%	51.2%	61.5%
Sino-Tibetan	50.4%	31.4%	40.7%	53.3%	38.7%	45.8%	52.7%	34.5%	43.5%
Hmong-Yao	65.0%	22.9%	44.6%	71.0%	30.4%	51.5%	69.5%	24.8%	47.7%
Lowest 20%	55.2%	31.8%	43.3%	59.5%	40.2%	49.5%	58.0%	34.4%	45.9%
Lower-Middle 20%	70.8%	46.8%	58.5%	75.0%	58.1%	66.1%	73.4%	51.2%	62.1%
Middle 20%	77.0%	59.1%	67.8%	81.0%	70.7%	75.6%	80.0%	64.2%	71.9%
Upper-Middle 20%	80.8%	66.4%	73.5%	84.6%	79.2%	81.8%	83.6%	72.2%	77.8%
Highest 20%	89.4%	81.1%	85.1%	91.1%	89.1%	90.0%	90.6%	85.3%	87.9%

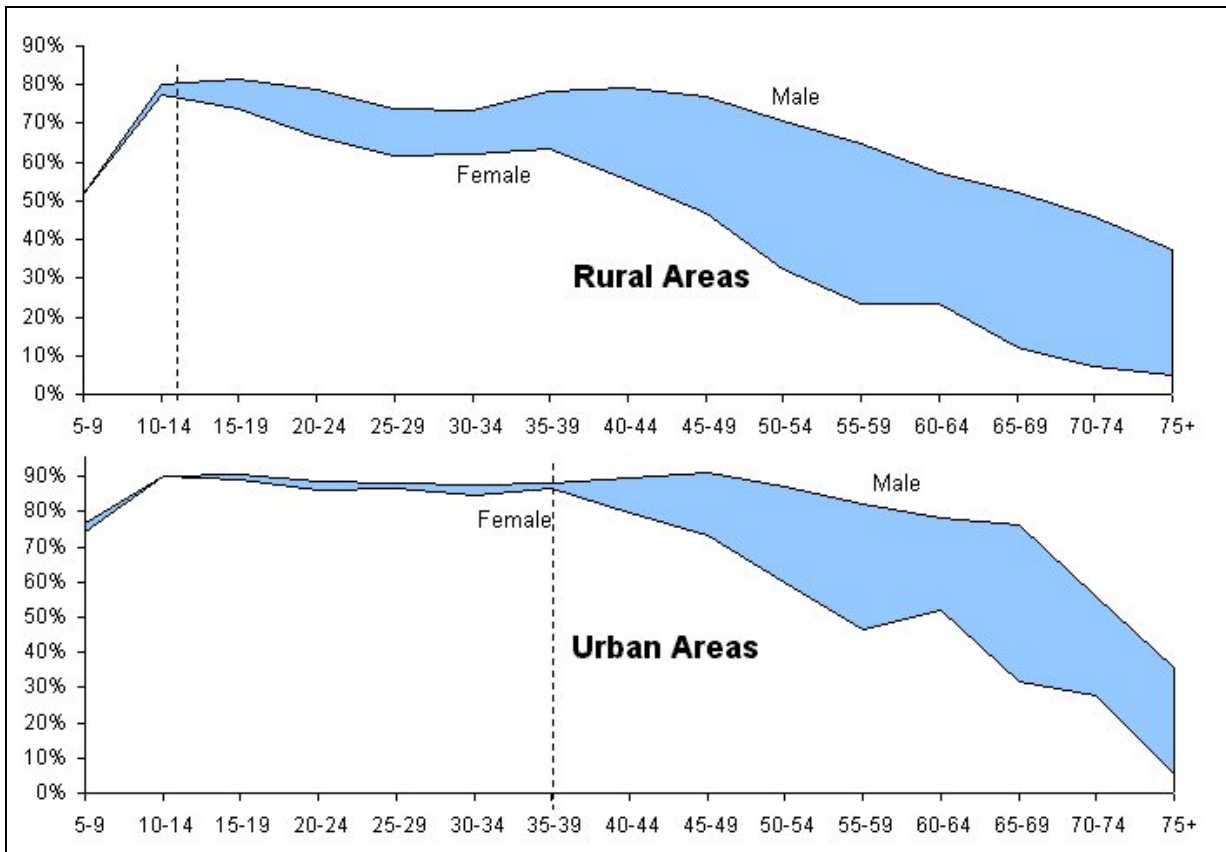
( Source LNLIS 2002 )

- There is a gap between urban and rural male and female. The age pattern of reported literacy rates revealed gender equity in the proportion of reported literates in younger ages. The improved access to primary education and/or non-formal education for the girls in the recent past is reflected in more even and higher reported literacy rates for younger ages. However, the improvement is quite recent in the rural areas, probably within 5 to 10 years, since the gender disparity in reported literacy rates is wider starting from the age group of 15-19 years



### Gender Disparity in Reported Adult Literacy Rates (in Lao Language)

<sup>6</sup> Lao National Literacy Survey 2002 ( from 2001 to 2002 )



( Source LNLS 2002 )

## Section 1 : Background and overview on CLCs

In 1990, on applying this new concept, that the Ministry of Education, in cooperation with UNESCO-PARIS to start in implementing of the “ Pilot Literacy and basic skill training for ethnic minority, girls and women Project “ at LuangNamTha province. By setting up **2 vocational centers** .

Beside of that, under APPEAL programme, UNESCO-PROAP has supported the NFED to implement the concept on development of **Community Learning Center (CLC)** in Lao PDR. Therefore, the 2 villages (KeoKou and Nanokkhum ) have been initiated as the "Pilot Community Learning Center Development Project" in Vientiane province.

By this reason, after quite long encouraging and discussion on Community Learning Center Development between the Department of Non-Formal Education personnel, and technical staff from the Province Educational Service ( PES ) and staff of District Educational Bureau of the Vientiane province with KeoKou's village leading Committee, including the mass organisation : Lao Youth Union, Lao Women Union, elderly organisation and village safeguard representatives in the area.

Likewise, on 8 September 1993, for celebrating the International Literacy Day, that the two Community Learning Centers have been established and officially launched to the public under the aegis of UNESCO-PROAP.

The activities have been carried out in the Literacy, post-literacy programme, and basic vocational / skills training. . Further more the villagers have arranged other activities inside the CLC's building, such as reading room, office of village administrative committee, meeting room for the cell of Lao Women Union and of Lao Youth Union and exhibition room.



The Project encouraged villagers to participate on basic vocational/skills training with the traditional activities such as weaving, animal raising and vegetable gardening. Therefore, the quality of life of KeoKou's villagers seemed to be improved.

Until early 1999, the amount of CLC has been increased up to 174 centers and it covers 1.4 % of village in the country. Most of the CLCs are successfully, even some centers of them have been removed from one village another and some have been closed. On 15-19 march 1999, the National Workshop on Exchanging Experiences of NFE and Orientation of CLC has been hold in Vientiane Municipality. A guide-book on Community Learning Center has been developed 7000 copies which have been distributed to every provinces.

On 23 - 27 August 1999, the National Consultation Meeting decided to organize the "Local Orientation workshop on the CLC Development hold in Xiengkhuang for 6 central provinces, and in Champasack for 6 provinces in the south of country. On 6 to 10 September 1999 the same workshop hold in Luang Prabang for 6 northern provinces.

In 2003, Number of CLCs covered country is 300 centers; those centers have been supported by Government, Un organizations ( UNDP, UNESCO, UNENICEF ... ) , NGOs in Lao PDR ( Save Children Norway ), Luangprabang province has 40 centers and Saravanh has 31 centers, Phongsary has only one center and Special zone has 2 centers.

**Overall goal:**

To contribute on Human Resource Development Programme of the Government by *enhancing the capacity building of community and promoting the self-independence/self-reliance of the villager at the grass-root level.*

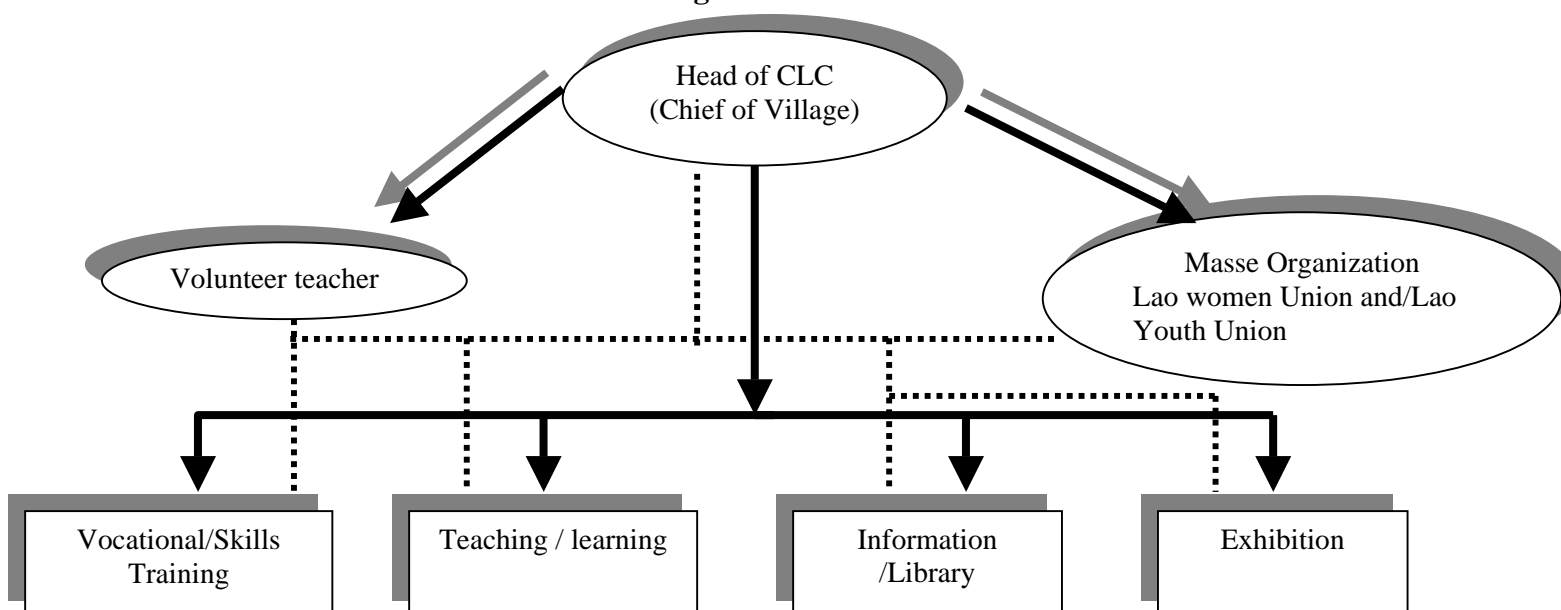
**Objectives**

- To provide functional literacy, post literacy and basic vocational/skills training.
- To promote income generation for people in the community.
- To empower women and other disadvantaged people in the grass-root
- To provide the reading room, meeting / training room and office for village leading committee.
- To provide class-room for the children in the village where they are dropped out of the primary school.

**Target groups:**

- Illiterate girls and women,
- Children of 6 to 14 years old who are never in, or dropped out of primary school,
- The villagers who are landless persons, and
- All villagers in the community.

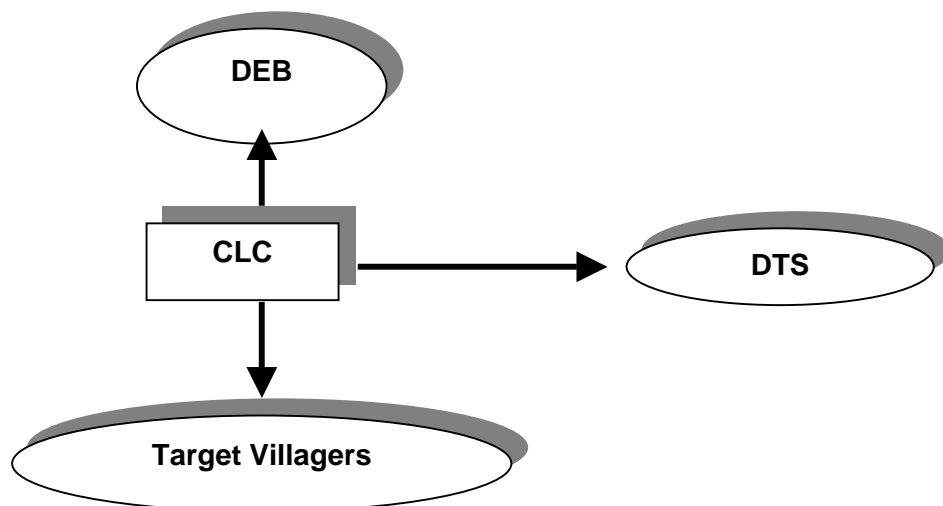
**Management of the CLC**





1. The head of the CLC is responsible on arranging overall tasks of the CLC, and coordinating with external institutions linked with the CLC, and anticipating any villager meeting
2. The volunteer teacher assists the Head of the CLC in the educational and training fields e.g:
  - Establishing a learning class and vocational training site for the interested groups.
  - Carrying out any teaching learning activities.
  - Coordinating with various technical sectors of the district.
3. The cells of the mass organizations (Lao Youth Union, Lao woman Union, elderly organization and village safeguard) in the village motivate, encourage the target adult learners:
  - To attend regularly the class room and basic vocational sessions, and
  - To provide other sources which can be found in the locality to the CLC .
4. The Practitioner Groups compose the persons who have the competence in their own practical work (similar a local wisdom in the specialized field ).They have always a high enthusiasm to apply the theory in to practice as their own responsibility.

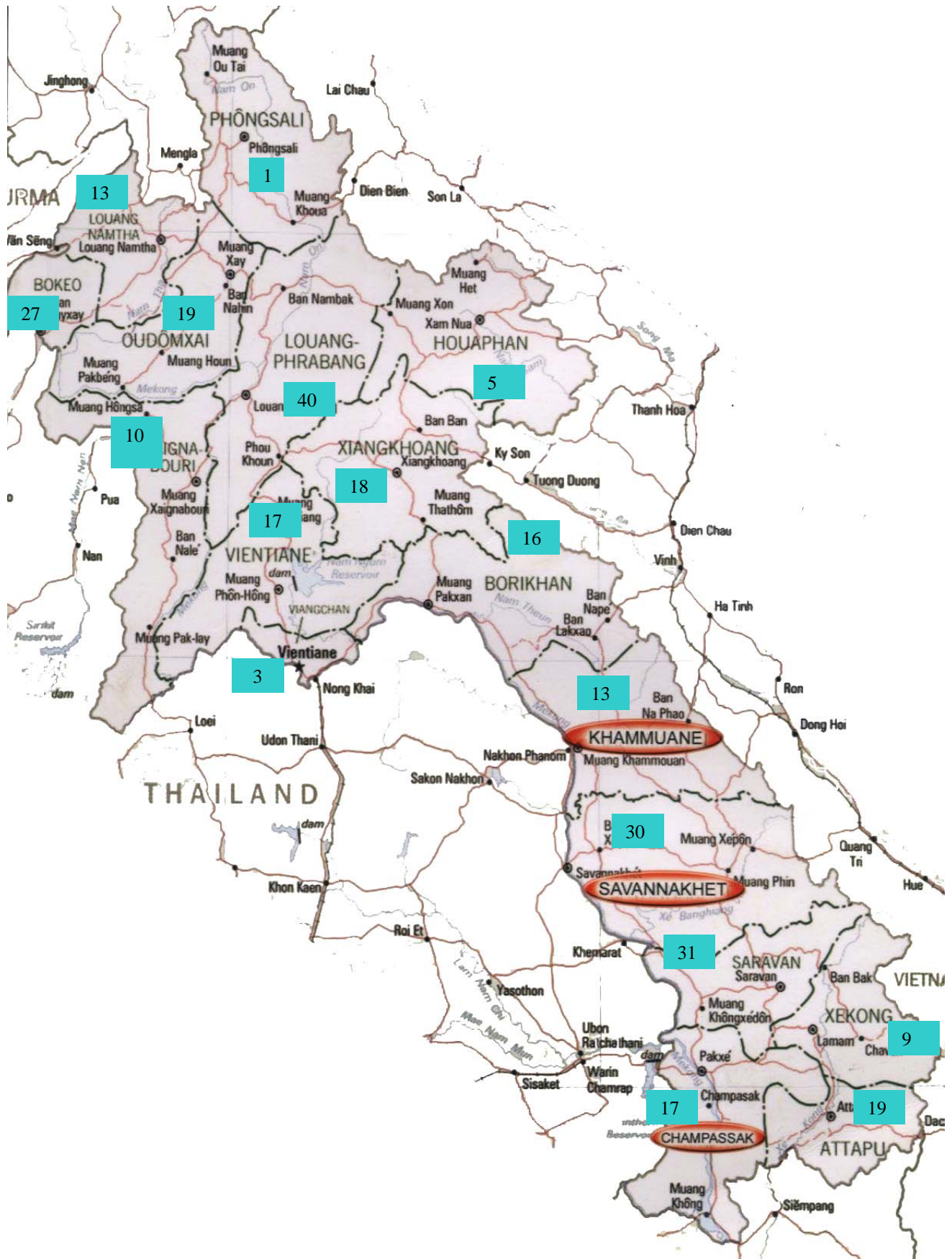
#### Net-working diagram of CLC in community level



District Technical Sectors ( DTS ) one time being invited as an resource persons, they provide a basic and further training on the technical fields such as :

- Agro–agriculture are plant propagation, pesticide usage and Vegetable gardening
- Animal raising are : poultry raising, fish / frog raising and prevention of diseases
- Health care are : Reproductive health, Sex-education, AIDS / HIV information and STD prevention
- Civic awareness are : Rural development policy, Gender issue and Rights / responsibilities of the Lao citizens

*Location and number of CLC in each province*



## Section 2 : Policy and legislation for CLCs

The legal<sup>7</sup> framework of education in General ( Formal Education ) and Non Formal Education of Lao PDR , citing the texts are as following :

Article 2. **Meaning of education**

Education is a learning and teaching process about politic, thinking, morale, intelligence, physical and labor instruction and has the core mandate to continuously service public knowledge and capacity for Lao multi-ethnic people to develop themselves in the society efficiently according to their right and obligation.

Article 3. **Right to education of Lao citizen**

All Lao citizens without discrimination for their ethnicity, origin, religion, gender, age and social status have the right to education

Article 4. **Protection of right and benefice to education**

The government protects the legitimate right and benefit of educational personnel, and legally operated schools and educational institutions, and protects the legitimate right and benefit of pupils, students, teachers and researchers, including foreigners who study, carry out research and legal duty in Lao PDR.

Article 5. **Promotion of education**

Education is a public mandate. The state is directly responsible for developing the national education. At the same time, the state promotes the investment and contribution of all economic sectors to education with comprehensive policy on credit and tax/custom exemption, and creates favorable condition for expanding a universal qualitative education. In expending education, the state pays special attention to the remote isolated areas, females, disadvantaged groups and talented persons.

Article 6. **International cooperation**

The state promotes the international investment and cooperation for developing education and sharing experiences, in particular the technical, teaching, administration and management matters as well as mutual recognition of diploma, education qualification and learning certification.

Article 7. **Education system**

Lao PDR's national education system is a unified one with formal and non formal education that have parallel and equivalent content and status in all education levels.

Article 9. **Non formal education**

The non formal education is a from of education for servicing education to people and laborers without limitation of age, learning time and learning place.

The non formal education has similar levels and specialization as the formal education for servicing multi-ethnic Lao people who lack the opportunity to learn or can't continue their study in the formal education, or for the continuing education of those who have regular work.

Article 10. **Determining learning time, not including the general education.**

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<sup>7</sup> Education in 1999

The government has assigned to determine detailed learning time of the various vocational, higher and non formal education to meet the quality insurance and objectives of each level and specialization.

The measures to promote non formal education through Community Learning Center that are in the Non Formal Education Policy are as following :

- Construct CLC to serve the villages that no formal school buildings and carry out both formal and non formal activities<sup>8</sup>
- Organizing upgrading level of lower education through CLCs, vocational training centers according to capacity. As for Non Formal Education Development Center and Regional Non Formal Education Centers must organize upgrading education level of lower and upper secondary education for government staff, workers, and people in general<sup>9</sup>
- It's recommended to use CLCs, temples, and other places that is suitable for providing information for people<sup>10</sup>
- Supply information in different aspects, such as documents, short novels, news papers, etc, for CLCs, and villages according to real conditions and capacity
- Promote people to participate in considering, decision making, planning, implementing, monitoring, evaluating, and to be ownership to defense, rehabilitate public property, such as environment, roads, schools, hospitals, CLCs, irritations, etc.<sup>11</sup>
- Progressively increase development of administration and management, and implementation of non formal education activities of each level, such as Non Formal Education Department, Non Formal Education Development Center, Non Formal Education Centers, Distance Education Centers, Schools/classrooms for upgrading level of education, Vocational Training Centers, CLCs<sup>12</sup>
- Create non formal education supervision system at each level, such as Non Formal Education Department, Non Formal Education and Vocational Division and recruit non formal education teachers into every CLCs
- Effectively create information service system in administration of non formal education by promoting other units, such as schools for upgrading level of education, Non Formal Education Development Center, Non Formal Education Centers, Distance Education Centers, Vocational Training Centers, CLCs with a linkage and supply suitable materials<sup>13</sup>
- Organizing upgrading level of lower education through CLCs, vocational training centers according to capacity. As for Non Formal Education Development Center and Regional Non

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<sup>8</sup> Policy 1 of NFE

<sup>9</sup> Policy 2 of NFE

<sup>10</sup> Policy 5 of NFE

<sup>11</sup> Policy 6 of NFE

<sup>12</sup> Policy 7 of NFE

<sup>13</sup> Policy 7 of NFE



Formal Education Centers must organize upgrading education level of lower and upper secondary education for government staff, workers, and people in general<sup>14</sup>

The recommendation on Non Formal Education and CLC Project during the National EFA Seminar in Lao PDR on 11 – 13 February 2004, are as following :

- Venues for organizing teaching – learning, Vocational training and other NFE activities session: Learning through CLC, temples, primary schools, and others that can be used for organizing the teaching – learning sessions.
- The contents could be introduced as such HIV/AIDS, Environment, Health, Gender e.g.

#### Section 4 : Main activities of CLCs.

##### 1.Functions of the CLC :

1.1. The CLC is the institution to carry out literacy activities, continuing education, basic vocational/skills training for improving the quality of life. From the questionnaire:

- |   |         |
|---|---------|
| • To be 75.51 be class-room of the Non-formal activities  | 75.51 % |
| • To be class-room of the Formal/ Non-formal activities   | 36.73%  |
| • To be reading-room/ library                             | 65.30%  |
| • To be vocational/skills training-room                   | 73.64%  |
| • To be meeting-room of the Village Leading Committee     | 59.18%  |
| • To be meeting-room of the Mass Organization in the area | 53.06%  |
| • To be exhibition-room                                   | 30.61%  |

1.2. The CLC coordinates with the Local Rural Development in the area.

1.3. The CLC supports/ promotes the educational activities of the formal system.

1.4. The CLC is a main sources of knowledge in the community which being assisted by the existed resource person or Newly found in.

1.5. The CLC is the networking of the NFE Structural Service with an active participation of all organs in the community in the field of planning, coordination and implementation.

In Lao.P.D.R, the CLC Development Projects have been implemented with participation between ownership, government and community. The ownership support some material for CLC's building construction, technical assistance to local authority and provide revolving fund to the former trainees. The government supplies teaching-learning materials and media to the CLC, provides salary to the teacher or volunteer teacher, and trains volunteer teacher and technical staff on pedagogy and planning and management of the CLC. The community provides wood, sand, gravel and labor.

The planning activity in the CLC realized by **bottom -up approach and decentralized method**. Each month the CLC's administrative committee organizes a meeting and the villagers have the opportunity to propose their needs/problems. Then, the meeting discusses, decides *the* operational plan and then the plan has been sent to DEB. From the questionnaire:

- The CLC Leading Committee initiates the activity-plan, and they discuss the *initiated activity-plan* with the villager, and then elaborate it together 63.26%
- Before carrying out any activities, the CLC Leading Committee organizes and discuss with the villagers and then elaborates the *activity-plan* by hem-self 77.55%

#### Section 5 : Effective implementation of CLCs

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<sup>14</sup> Policy 7 of NFE

The activities implemented in the CLC are in the broad as the following:

### 2.1. Teaching / Learning

During the past, the literacy-class and continuing education courses have been separately run by groups. The learners of each group were attending in each course based on the discussion of the target learners themselves. But the learning time should be based on the vacation time of work in the field, and usually they use the religion vacation days of the month to attend the literacy class. The most of village where are CLC, the villagers were completed the primary level; and some center provide lower secondary education to the interested learners program for villagers. The content of literacy and continuing education are the following:

- Health and Hygiene: The courses on health and hygiene are focusing on general hygiene, diarrhoea prevention, malaria prevention, pre-maternal care, nutrition, baby food, care for pregnant women, food in daily life, parasites, breast-feeding, AIDS sources and prevention, family planning etc.,
- Agriculture: The students have to learn livestock, way to nurse tree sapling, forestry conservation, vegetable growing and how to raise domestic animal.
- Civil instruction: The course on civil instruction is focusing on preserving the fine culture, social-custom, being patriotic, acknowledging the citizenship rights, interests and obligations.

### 2.2. Vocational / Skill training :

The content on vocational / skills training give the important on sewing, weaving natural dying and preparation/preservation of food (basic food: fried food, desserts / cake and soup etc ) The situation of vocational / skills training are the following:

#### 2.2.1. Weaving

The weaving skill is one of the most popular handicraft activities for women and girls in Lao PDR. So far this qualified skill labors were limited in the broad of their family, due to the lack of the knowledge on the new technology introduced in the traditional weaving approaches. And also lack of the information on "offer and demand" in the town market, and no body understands the importance of weaving production. Actually, the provision a sufficient information sources to the target villagers via the CLC, this activities are now the main sources to get additional income of their target family.

#### 2.2.2 Animal raising

The most part of the rural villager work on growing rice and on the animal-raising, e.g: the poultry-raising 77.55%, fish-raising 75.15%, cow and buffalo raising. At the initial stage the villagers lack of knowledge of the new technology introduced into the rice growing and the animal raising. The practitioner group has to co-ordinate with agricultural technical staff from the district and province to assist and organize the interested subject training on new technical/ approaches of the rice / vegetable productions, and the animal raising, etc...

#### 2.2.3. Vegetable gardening and fruit tree planting

- *Vegetable gardening*: most of the families in the community have vegetable gardening. They plant the lettuce, green onions, cucumbers, pepper, pearl onions, corn, ginger, cabbage etc. They have also the income from extra vegetable production 46.93%.
- *Fruit planting*: The villagers plant a lot of fruit tree like bananas, mangoes, coconuts, lemons, oranges, pineapples, watermelons, papayas 32.65%, and plant-propagation 42.85%.

- *Forest planting*: According to the policy of the Lao government on promoting all kind of vegetable out of the rice growing farms, the villagers have to plant also eucalyptus and teak trees.

#### 2.4. Health care and hygiene

Besides on the using the functional literacy curriculum in the class which offers the basic knowledge on sanitation. The CLC often organizes many seminars / workshops on the reproductive health, birth-spacing, family planning, sexual education matter and child health care/nutrition and HIV / AIDS prevention, under the support of the National Population Education Programme.

## **Section 6 : Strengths and Future Challenges**

### **1. Impacts of the CLC Project :**

1. The concept and activities of the "*CLC Development*" *response correctly to the needs and problem-solving of the rural villagers*. They can use the CLC as the place on enjoying, learning, meeting and exchanging their ideas on Human Resource Development, on preserving their local fine tradition and on being a better life by themselves.
2. After applying those theory into practice, the Keokou village realizes clearly the new face e.g eliminating the drug addicted persons; increasing progressive the target family income; and the empowerment of women in the community etc... Therefore, in 1998 the Vientiane Province Authority has officially approved that *Keokou village was an example of the Cultural Village of the Vientiane province*:
  - The completion of illiteracy eradication.
  - The fine traditions have been strongly preserved (no drug addict, no prostitute...)
  - Basic sanitations are applied in the daily life (cleared water/food, cleared house and cleared body )
3. The *replication of the CLC Development* has been expanded by other organizations, in particular the international NGOs who are working in the field of the improvement repatriate refugee's living conditions in Lao.P.D.R.
4. The final paper of the National Conference on Education hold on 17-19 July 1999 issued that the continuation *to promote the CLC's Concept throughout the country* as a measure to alluviate a poverty and to eradicate illiteracy.

### **2. Lessons learnt**

For strengthening and sustaining the CLC Development, some basic measures have to be considered as the following:

1. Head of the CLC has to be a high educational level that he/she understands clearly the CLC concept and has a high enthusiasm to dedicate for CLC development,

2. The volunteer teacher has to be full-time working in the CLC. He / she has at least a basic knowledge on coordination and management with various persons/agencies , and has a high self-motivation to fulfill the CLC tasks,
3. The motivation has to be initiated to have a high expectation of the villager to involve voluntary on the Community Learning Center development processes,
4. Any steps of the CLC development should be based on the needs and the problem solving of the villagers. It is also needed the community sense of the CLC committee and the target learners,
- 5 A minimum financial support is needed on the management of the CLC and on the revolving-fund to run the mini-project proposed by the trainees.
6. A provision sufficient " materials/equipment for teaching and training in the CLC.

### **3.Mains challenges encountered by the CLCs at the grassroots and national levels**

The mains challenges encountered by the CLCs at the grassroots and national levels are as following :

- The Education level of head of CLCs is low and lack of know ledges of CLC management, leadership
- Volunteer- teachers/ volunteer-villages teachers Education level is not sufficient.
- Lack of know ledges on cooperatives with other concerning sections
- Materials are not enough



*Training on HIV/AIDS Preventive at Community Learning Center*



## Annexes

### 1. Education Law on Non Formal Education

The legal framework of education in General ( Formal Education ) and Non Formal Education of Lao PDR , citing the texts are as following :

#### Article 2. **Meaning of education**

Education is a learning and teaching process about politic, thinking, morale, intelligence, physical and labor instruction and has the core mandate to continuously service public knowledge and capacity for Lao multi-ethnic people to develop themselves in the society efficiently according to their right and obligation.

#### Article 3. **Right to education of Lao citizen**

All Lao citizens without discrimination for their ethnicity, origin, religion, gender, age and social status have the right to education

#### Article 4. **Protection of right and benefice to education**

The government protects the legitimate right and benefit of educational personnel, and legally operated schools and educational institutions, and protects the legitimate right and benefit of pupils, students, teachers and researchers, including foreigners who study, carry out research and legal duty in Lao PDR.

#### Article 5. **Promotion of education**

Education is a public mandate. The state is directly responsible for developing the national education. At the same time, the state promotes the investment and contribution of all economic sectors to education with comprehensive policy on credit and tax/custom exemption, and creates favorable condition for expanding a universal qualitative education. In expending education, the state pays special attention to the remote isolated areas, females, disadvantaged groups and talented persons.

#### Article 6. **International cooperation**

The state promotes the international investment and cooperation for developing education and sharing experiences, in particular the technical, teaching, administration and management matters as well as mutual recognition of diploma, education qualification and learning certification.

#### Article 7. **Education system**

Lao PDR's national education system is a unified one with formal and non formal education that have parallel and equivalent content and status in all education levels.

#### Article 8. **Formal education**

The formal education is a form of education that is systematically organized in schools with determined learning time and standardized curriculum/content. It has the following levels

##### 1. **Early Childhood Education ( ECE )**

The ECE includes kindergarten and pre-school education for preparing the child's physical, thinking, spiritual, intellectual, emotional, and talent development to the primary education. Kindergarten receives infant aged 3 months to 3 years while pre-school receives children aged 3 years to primary education's age.

The state promotes the involvement of the community and private sector in developing ECE according to the ministry of education's promulgated law and regulation.

## 2. **Primary Education**

The primary education, the basic level of general education has the necessary foundation knowledge and is compulsory, free of charge for Lao multi-ethnic people ages six years and over. It requires five years of study to complete.

The government has the duty to formulate appropriate measure to ensure that the school ages Lao citizens have opportunity to learn. The administration authority, parents and tutors are the guarantors for the compulsory education of school aged children.

## 3. **Secondary Education**

Secondary education is the education level next to primary education that provides necessary knowledge for the further study or professional occupation as appropriate.

The secondary education has two levels :

- A 3 year lower secondary level for providing the general knowledge and basis foundation of technical knowledge
- An upper secondary with 2 specialization :
  - A 3 year general education for providing the general knowledge and basis foundation of technical knowledge.
  - A vocational education or basis vocational education with various comprehensive specialization for providing vocational skills according to the national socio-economic needs , labor market and individual occupation.

The government has the duty to expand secondary education as appropriate for creating conditions for the development of Lao citizens' necessary knowledge and capacity for their occupation or further study .

The government carefully plans the expansion of vocational education according the needs of the labor market and individual occupation.

The development of vocational education has to get support and contribution from all concerned sectors of the government and the involvement of the state-owned and the private enterprises.

## Article 9 . **Non formal education**

The non formal education is a from of education for servicing education to people and laborers without limitation of age, learning time and learning place.

The non formal education has similar levels and specialization as the formal education for servicing multi-ethnic Lao people who lack the opportunity to learn or can't continue their study in the formal education, or for the continuing education of those who have regular work.

## Article 10. **Determining learning time, not including the general education.**

The government has assigned to determine detailed learning time of the various vocational, higher and non formal education to meet the quality insurance and objectives of each level and specialization.

## ***Recommendations for NFE made through EFA seminar held on 11 – 12 Feb 2004***

### **The main problems in NFE**

The main problem in NFE is “Literacy rate is not high”. This problem may come from the following reasons:

1. “Can not eradicate illiteracy as formulated”. There are possible reasons such as the strategy of MOE has not been transferred in details
2. “Teaching – learning campaigns in local areas are not well proceeded”. There are possible reasons such as the basic education mobilization is struggled, learners are not active in their learning
3. “Large mummies of children aged 6 – 14 years old are still illiterate’, because children aged 6 – 14 years old are illiterate, children are illiterate, etc.
4. “Teaching efficiency is not high” because of many reasons, such as curricula is not suitable and does not meet the social needs, volunteer villager-teachers do not have sufficient knowledge of teaching, the existing NFE teachers don’t have specific knowledge of NFE, and teachers have no responsible professionalism.

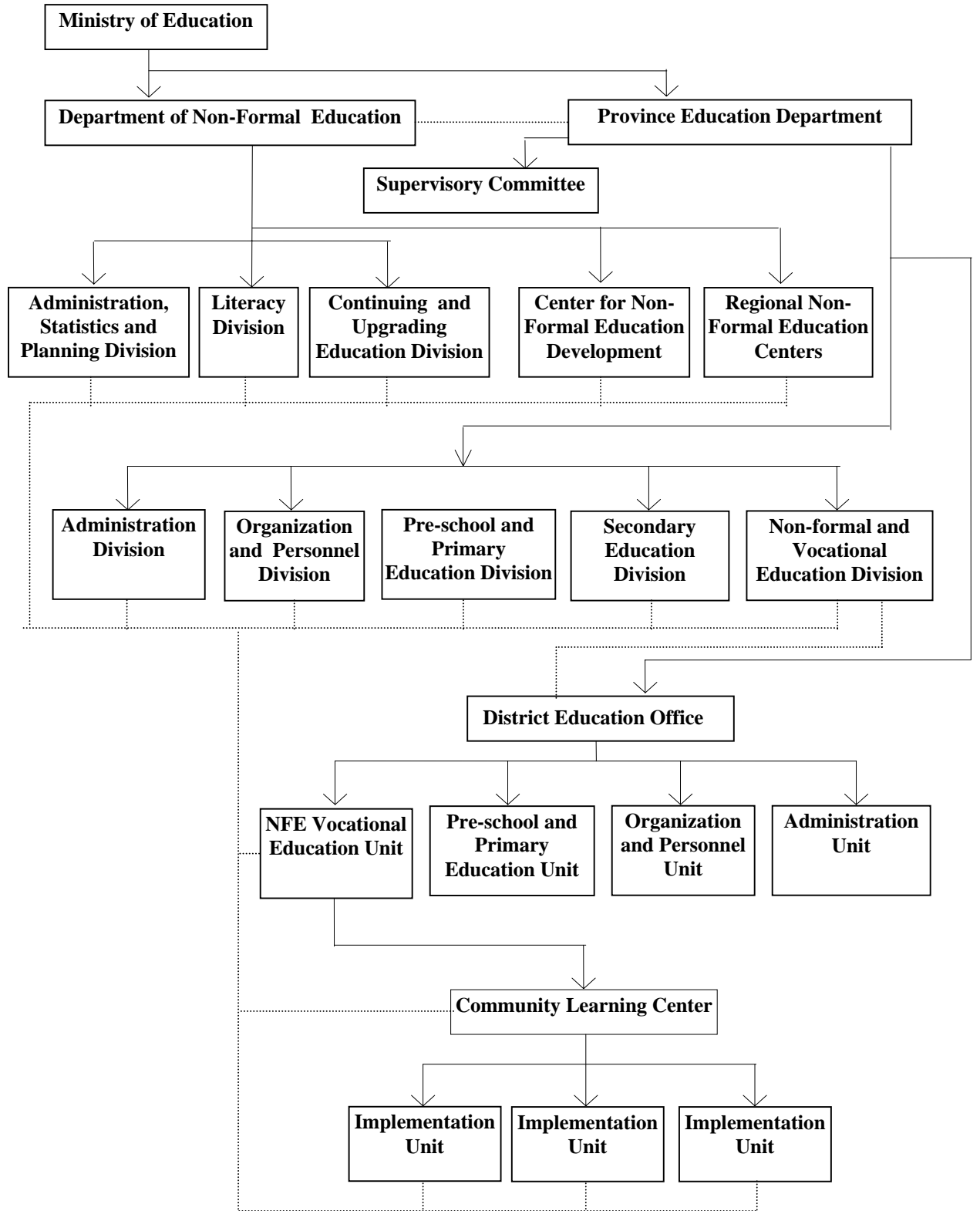
### **Recommendations for NFE made through EFA seminar held on 11 – 12 Feb 2004**

<b>Procedure/venue</b>	<b>Target group 6 – 14</b>	<b>Target 15 and above</b>
1. Create NFE-MIS	<ol style="list-style-type: none"> <li>1. unattended formal education, and dropouts by gender</li> <li>2. Need of target group in basic vocational training</li> <li>3. Capacity in providing: teachers, and teaching media</li> <li>4. 4. All facilitating items</li> </ol>	<ol style="list-style-type: none"> <li>1. Target groups by: <ul style="list-style-type: none"> <li>• Illiterate</li> <li>• incomplete primary education</li> <li>• male – female</li> <li>• educational level higher than primary education</li> </ul> </li> <li>2. Need of target group in basic vocational training</li> <li>3. Capacity in providing: teachers, and teaching media</li> <li>3. 4. All facilitating items</li> </ol>
2. Revision of curriculum and teaching media in order to meet the following aspects: - attractiveness - quality - sufficient quantity - content is suitable and up to date (HIV/AIDS, gender issue, environment, health, etc.)	<ol style="list-style-type: none"> <li>1. Level: I, II, and III (including literacy and primary education)</li> <li>2. Lower secondary education</li> <li>4. Upper secondary education</li> </ol>	<ol style="list-style-type: none"> <li>1. Illiteracy eradication including literacy and primary education</li> <li>2. Organize teaching – learning session: <ul style="list-style-type: none"> <li>• Primary education</li> <li>• Lower secondary education</li> <li>• Upper secondary education</li> </ul> </li> <li>3. Organize training courses in different types: <ul style="list-style-type: none"> <li>• Mobile training</li> <li>• Center based training (through CLC, vocational training centers, etc.)</li> </ul> </li> </ol>

<p>3. Development of Human resources and NFE teachers:  Administrators and Managers  NFE Technical staff  NFE Teachers in different grades</p>	<p>Development of the Administrators and managers, NFE Technical staff, and NFE Teachers in primary education and lower secondary education.</p>	<p>Development of the Administrators and managers, NFE Technical staff, and NFE Teachers in lower and upper secondary education</p>
<p>4. Create and develop the NFE monitoring and evaluation system:  Provide training courses on monitoring and evaluation:  Make document system  Organize training courses at provincial and district level  Make regulations/decrees</p>		
<p>5. Organize teaching – learning session through different approaches:  Learning in classrooms  Distance Learning  Learning through ICT media</p>		
<p>6. Venues for organizing teaching – learning session:  Learning through CLC, temples, primary schools, and others that can be used for organizing the teaching – learning sessions.</p>		



2. Structure of Non Formal Education / CLC



\_\_\_\_\_ Direct line

----- Cooperation line

### ***List of country report team member***

The working team members comprise of NFE personnel from grassroots level (district) up to national level, those of who are in charge of different activities dealing with CLC as following:

- a. Mr. Bounkhong Thoummavong, Deputy Director General of NFED, the chairman. He supervises the Literacy and Continuing Education Division, and he is also in charge of HIV/AIDS Prevention, Gender Equality
- b. Mr. Chantho Thonlamy, Chief of Literacy and Continuing Education Division, NFED, the vice-chairman. He supervises CLCs project, and he is also responsible for literacy programs.
- c. Mr. Oupheng Khammung, Vice-chief of Administrative Affairs Division, the member. He is in charge of Early Childhood Care and Education (ECCE), and Income Generation Programmes.
- d. Mr. Lamphoune Luangxay, staff, the secretary. He is responsible for ICT project through CLCs
- e. Mr. Intho Vylaisan, Chief of NFE and Vocation Education Division, PES of Vientiane province, the member. He is responsible to supervise NFE duties in Vientiane province, and working with CLCs
- f. Mr. Khamphao Chanthilath, Chief of DEB of Vangvieng district, Vientiane province, the member. He works directly with CLCs

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