

## Annexes

### 1. A part of Education Law

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 form 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.

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## ***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:

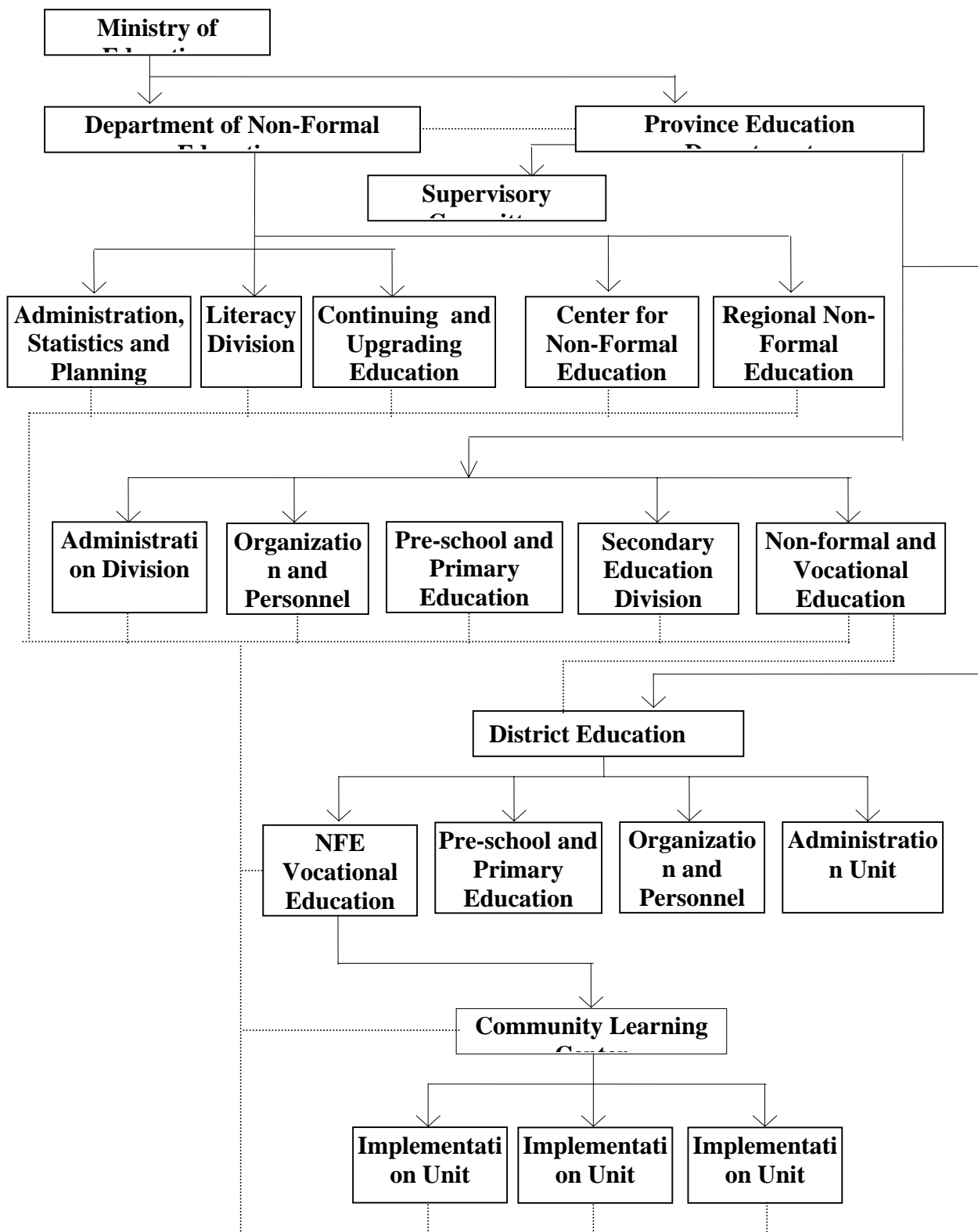
1. “Can not eradicate illiteracy as formulated”. There are possible reasons such as the strategy of MOE has not been transferred in details
2. “Teaching – learning campaigns in local areas are not well proceeded”. There are possible reasons such as the basic education mobilization is struggled, learners 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:<br>- attractiveness<br>- quality<br>- sufficient quantity<br>- 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> |

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|--|--|---|
| <p>3. Development of Human resources and NFE teachers:<br/> Administrators and Managers<br/> NFE Technical staff<br/> 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:<br/> Provide training courses on monitoring and evaluation:<br/> Make document system<br/> Organize training courses at provincial and district level<br/> Make regulations/decrees</p> |  |   |
| <p>5. Organize teaching – learning session through different approaches:<br/> Learning in classrooms<br/> Distance Learning<br/> Learning through ICT media</p>  |  |   |
| <p>6. Venues for organizing teaching – learning session:<br/> 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:

1. 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
2. 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.
3. 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.
4. Mr. Lamphoune Luangxay, staff, the secretary. He is responsible for ICT project through CLCs
5. 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
6. Mr. Khamphao Chanthilath, Chief of DEB of Vangvieng district, Vientiane province, the member. He works directly with CLCs

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