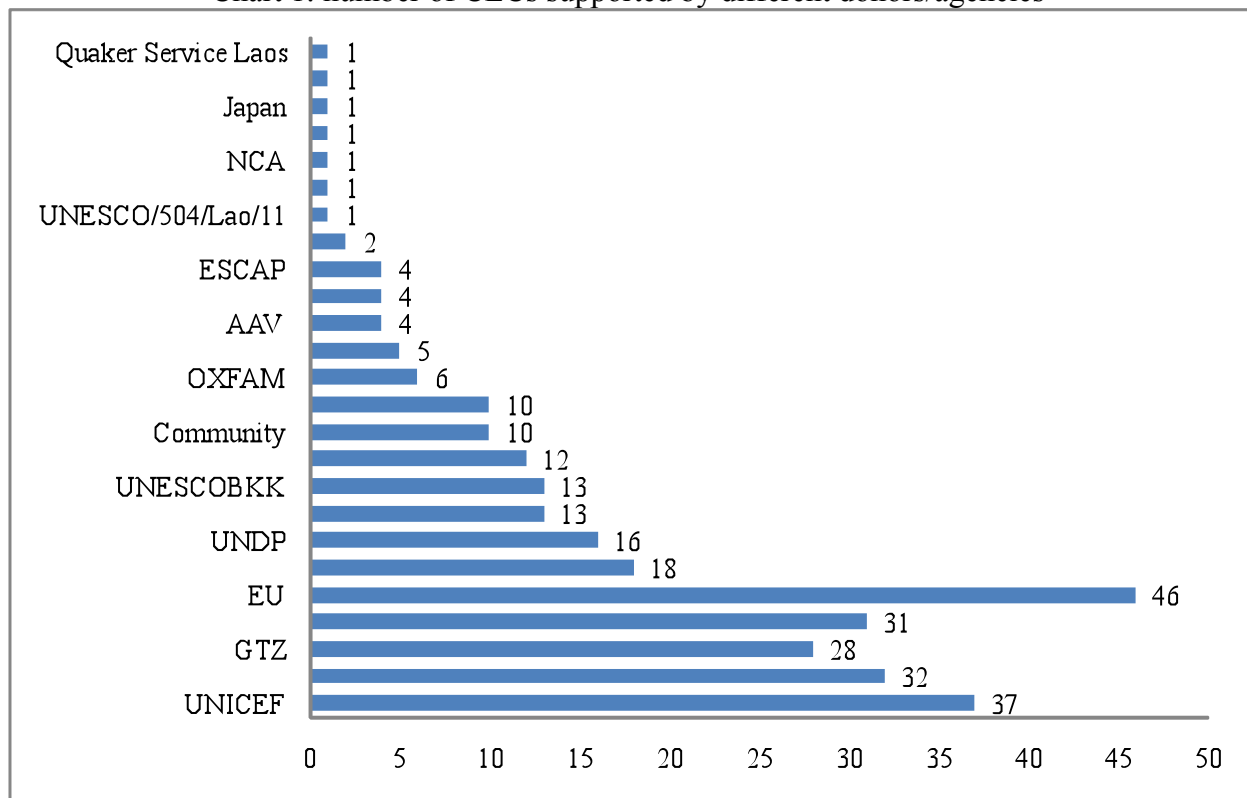


Country Report Community Learning Centres in Lao PDR

1. Establishment and expansion of CLC

CLC – Community Learning Center – concept was first introduced to Lao PDR in 1992 just after the World Education Conference in Jomtiane, Thailand. Two CLCs were officially launched in Vientiane province by UNESCO Bangkok. Since then, CLC was interested by many donor agencies. As a result, numbers of CLCs has been increasing throughout the countries. Currently, there 298 CLCs scattered in the country and 50 CLCs will be expance to communities where necessary in coming academic year (2011 – 12).

Chart 1: number of CLCs supported by different donors/agencies



CLC is a delivery mechanism of non-formal education at grassroots level (community level). The NFE programmes run through CLCs are literacy, post-literacy, basic vocational training, and for other development purposes as multi-functional centers for community used by different agencies, both governmental and non-governmental organizations, for learning resource center, meeting venue, and so on.

Chart 2: Numbers of CLCs distributed by Province

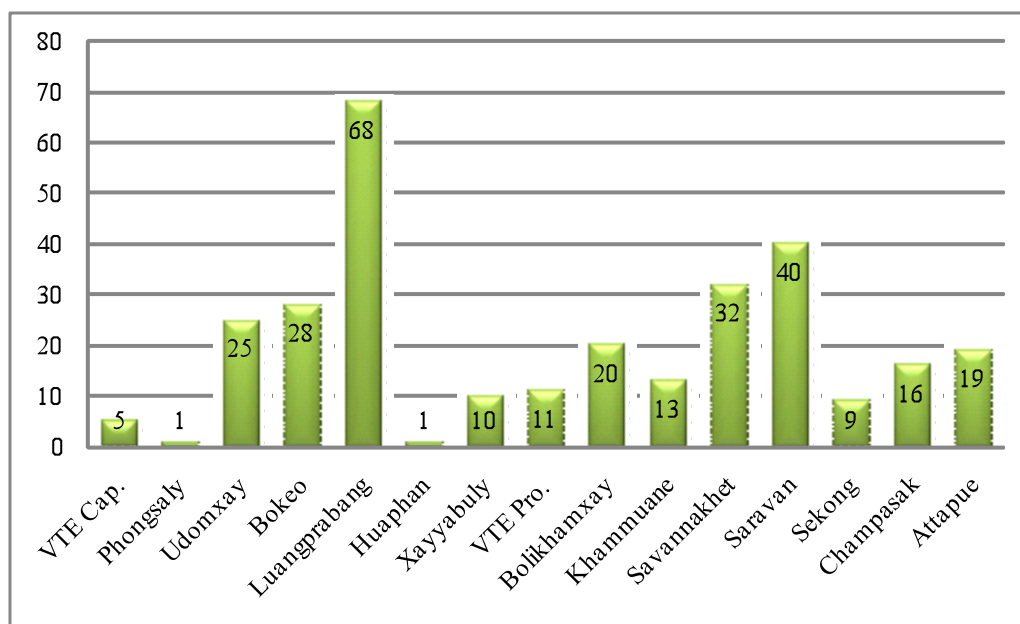


Table 1: Type of activities taking places at CLC.

#	Lesson, training, activities at CLC	Please tick !
1	Literacy	✓
2	Post literacy	
3	Non-formal basic education	✓
4	Technical, vocational, income generation	✓
5	Early childhood care and education	
6	Equivalency Programme (Primary)	
7	Equivalency Programme (Lower/junior secondary)	
8	Equivalency Programme (Secondary)	
9	Community dialogue and meeting	✓
10	Others ()	

2. Quality Assurance

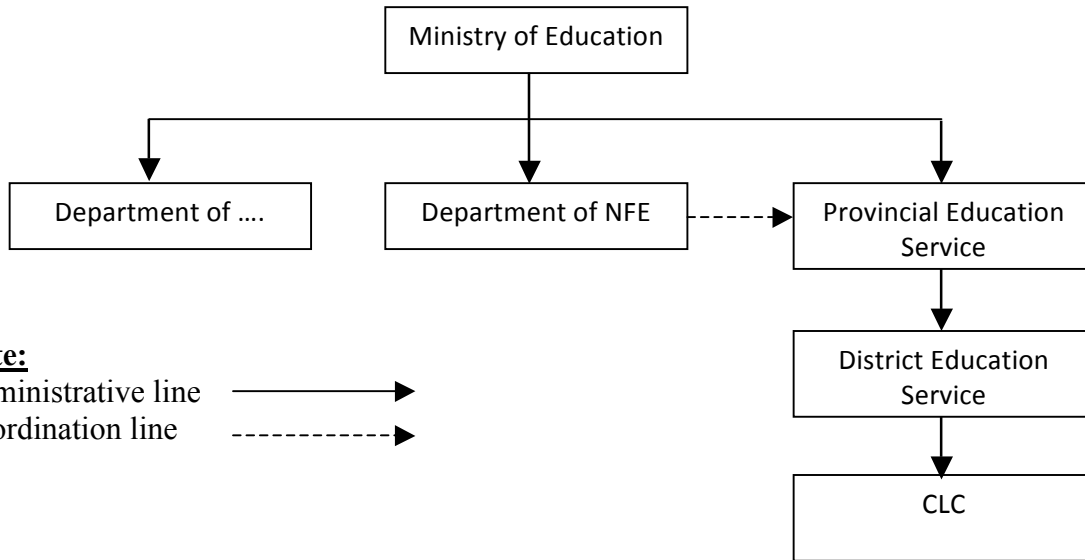
Literacy programme is only one programme of CLC that the quality is assessed. To ensure the quality of the CLCs, DNFE develops CLC management's guideline but the guideline is being revised for the improvement. The guideline focuses on concept, purpose and management matters. It is a national guideline for DNFE and all donors supporting CLC. However, most CLCs are not functioned and unsustainable. Many CLCs are left unused and maintained. The big challenge of Lao PDR is to seek a model CLC, which currently, DNFE together with NFUAJ implement a pilot project for developing a model CLCs. The project aims to improve CLC programmes and management.

3. Decentralization and Management of CLC

Community ownership is only a key factor for CLC management, district education services (DES) and donors are supporters. The CLCMC – CLC management Committee – consists of village authority members chaired by head of the community/village. However, sustainability is

a big problem for CLC. Most CLCs don't function after donors and NFE sectors withdraw from the communities. This is mainly due to perspective of community people toward CLCs and lack of management capacity of CLC management committee.

Organization Chart



4. ICT and NFE

Department of Non-Formal Education together with its development partner, UNESCO Bangkok, initiated a pilot project on ICT in NFE during 2003 – 2005 implemented in 5 CLCs. The project provided ICT equipment (PCs) and community loud speakers to the CLCs. PCs were used to save data and keep records, particularly for income generation activities. However, the project was not continued after the donor's withdrawal. It is found that capacity of CLC management committee (person in charge of ICT equipment) are very limited as well as the cost for maintaining the equipments. Recent years, ICT has been used for NFE-Management Information System (NFE-MIS). PCs are used for data entry and data analysis at district and provincial level (not for community level). This is a monitoring tool to monitor the progress of NFE development implementation. However, it is found that skills of using ICT (PC) and data analysis are very limited among NFE staff at all level.

5. Literacy Survey and Assessment

5.1 Literacy assessment at regular intervals

Lao PDR has attempted to achieve NFE primary education completion by the year 2015 by organizing assessment every literacy class, village, district and province. At class level, the assessment is made by district officer together with facilitator of the class, at village level, the assessment is done by provincial education service and district and provincial level is done by Department of Non-Formal Education with national standard quality (exam). Currently, out 95 out of 142 districts and 2 out of 17 provinces already completed NFE primary education level. The coming year (2011-12), the government is planning to achieve 10 districts and 1 province.

5.2 literacy survey and assessment

After the Lao National Literacy Survey 2001, there is not any literacy survey so far. However, LAMP will be implemented soon. The most recent survey is Lao Economic and Consumption Survey (LECS 4) published in 2009. The survey found that adult literacy rate for male is 85 and 70 for female.

6. Issues and Challenges

- In general, people have little perspective and understanding toward CLCs that they are learning sources/centres for community people. Apparently, they understand that a CLC is a primary school for adult and once all adult in the community complete primary education, there is no need a CLC and they even change the name CLC into village meeting hall.
- Although on official document, CLCs are considered as grassroots unit to undertake NFE studies, there is no recruiting NFE staff at this level. Thus, most CLCs depend on community people whom do understand well about function of CLC. As a result, CLCs leave unused and unmaintained.
- As advisors/supervisors/leaders, district officers' capacity about CLC is not sufficient. Many of them never receive training on NFE and CLC.
- In short, CLC programme in Lao PDR is facing sustainability problem and there are some internal related among the reasons behind.