Community Learning Centers in Lao PDR

Ministry of Education and Sports, Department of Non-Formal Education

By Vannakone PHANNOLATH
Country Profiles

- **Land mass**: 236,800 Km²
- **Population**: 7,019,073; Female 3,473,000 (48.48%); Male 3,445,000 (51.52%) (July 2016)
- **Population density**: 27.5 pers/km²
- **Households**: 1,144,526
- **Urban population** 39.3% of total population (2015)
- With 49 ethnic groups
- **Life expectancy** at birth 64.3 years
- The Lao PDR is divided into 17 provinces (One capital city), with 148 districts and 8507 villages.
- **Population age 15 and over** can read and write 79.9%
- **Vientiane is Capital** with population of over 997,000.
FORMAL EDUCATION

Pre Edu.

Primary Education

Secondary Education

Tertiary Education

PRIMARY LEVEL

Lower Secondary Level (4 years)

Upper Secondary Level (3 years)

Upper Sec. Level G 10-12 (1.5 Y)

Lower Sec. Level G 6-9 (1.5 Y)

Basic Vocational Training < 3 m

Primer Level B 1-3 (3 Y)

Primary Level (5 Years)

Kindergarten

(3 Years)

Kinder
gart
e (3 Years)

Bachelor level

4-5 Y

Bachelor level

2-3 Y

High Diploma Level

2-3 Y

High Tech. Diploma 1-2 Y

VE-Diploma 1-2 Y

TE-Diploma 2 Y

VE-Certificate 0.5-3Y

Post Graduate ≥ 1 Y

Master 2 Y

Ph.D. 3 Y

NON-FORMAL Education

Basic Vocational Training < 3 m

Primary Level (5 Years)

Kindergarten (3 Years)

NON-FORMAL Education

WORLD OF WORK

BVT < 3 m
NFE programs in Lao PDR

I. Non-formal primary education

Population age 6-14 and age group 15-40 years who cannot read and write simple Lao language or those who have not yet completed primary education are provided in three levels:

**Level 1: Illiteracy** eradication equivalence to year 1-2
- 340 hours or four months

**Level 2:** Equivalence to year 3-4
- 180 hours

**Level 3:** Completing of year 5
- 120 hours

Note: Hours depends on availabilities of the students

Reference from NFE roles and responsibilities (2015-2016)
II. Equivalency Programme

- Upgrading educational level of the people who have not completed secondary education divided into two levels: the lower and upper secondary education equivalency programs

III. Basic Vocational Training and life skills

- Consists of both short courses (less than 3 months) and short courses training (NFE provided certificate after completion)
NFE achievements (2015-2016)

- Children age 6-14: 3,462 (Plan 6,422) => 53.90%, Teacher assistance 282 (7 Female)

- Out of school population age 15-40: 17,847 (9,711 Female)
  - Level 1: 3,296 (1,920 F)
  - Level 2: 5,849 (3,335 F)
  - Level 3: 9,793 (5,038 F)

- Literacy program: 148 Districts in all 17 provinces has been announced as completed NFE primary education (28 August 2015)
NFE achievements (2015-2016), cont’

- Equivalency program:
  - 15-40 complete lower secondary education => 56,603 (30,132 F)
  - Completed upper secondary => 2,089 (573F)
  - Completed lower secondary in 33 districts (Plan 37 districts) => 89,18%
NFE achievements (2015-2016), cont’

- **Vocational Education:** Training for local => 81 participants (58 F) held in CLCs
- Vocational training in the central CLCs: 855 (150 F)
- Vocational training based on subject of interest: 1,762 (1,053 F)
Delivery mechanism of NFE in Lao
Community Learning Centre Program in Lao PDR

Basic Information

- A Community Learning Centre (CLC) in Lao PDR, is a local educational institution outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and the improvement of people’s quality of life.
Objective of CLCs

- Promoted Literacy, NFE program and lifelong learning for community development.

- Provide learning opportunities, both literacy and livelihood skills

- Provided basic vocational and skills training for community to improve the quality of life.

- Promoted community development and contributed to poverty reduction through lifelong learning for all in the community.
Government and International Cooperation Projects on CLCs

According to MOEs annual report 2015-2016

- 3% of the government budget has been invested in NFE

International Cooperation

- UNESCO
- UNICEF
- DVV International
- UNFPA
- VFI
- IV-Japan
Numbers of CLCs distributed by Province

Total of 340

Note: Savanakhet province: Nong (15) and Sepon (7), Thai (1) districts => 23
Activities Run Through CLCs

Lesson, training, activities at CLC

- Literacy program
- Post literacy program (Non-Formal Primary Education)
- Vocational Skill Training (both by NFE, NGOs and other sectors)
- Early childhood care and education
- Equivalency Program (NFE Lower and upper Secondary)
- Community dialogue and meetings
- Others (information dissemination of different organizations)
Literacy programs and learning promotion
Literacy promotion program through CLC

- Teaching–learning (literacy classes)
- Information services
- Basic vocational training skills
- Income generation
- Other events (meetings…)

![Image of literacy promotion program through CLC]
Equivalency program through NFE province and district Centers

- Literacy for head villages
- NFE secondary school (lower – upper)
  1. For general (for whom want to continue education)
  2. For people (farmer, worker ... for whom don’t want to continue)
- Basic vocational training skills
Community-based (Income-generating activities)
Activities

- Capacity building for CLC at all level (DNFE, NFEC, PES, DEB and village) on CLC management
- Literacy Program including learning resource center

Income generation program
- Pig and Goat raising
- Fish farming
- Mushroom growing
- Tailoring and Beauty salon
- Buffalo and cow raising
- Carpentry, barber, cooking etc.,
Financing of Adult Education in CLCs

- The assessment of resources and financial requirements is mainly based on the Education Sector Development Framework Financial projections.
- Government budget allocated to MOES and concerned departments.
- Provincial budgets allocated to PES
- Grant aid and loan fund from Development Partners (*Not help directly, have to go through Ministry*)
- Other sources from international and domestic NGOs, such as UNESCO, UNICEP, DVV International, VFI and annual budget for adult literacy.
Main challenges of CLCs in Lao PDR

- **Sustainability of CLC** *(how to overcome this challenge)*
  - Seek support (or continuous support) of local government units/officials and other partners
  - Ensure active participation of community/local villagers
  - Recruit CLC staff and learning facilitators who are qualified, efficient, committed and full time

- **CLC facilitators are often changed** after training due to various reasons, and funding for new CLC facilitators are lacking.
CLCs leave unused and unmaintained. Thus, there is needed to recruit full-time CLC facilitators (Government officials) for CLCs, particularly the CLC in the most needed-areas.

- Limited awareness about available learning opportunities
- **No experiences on** LLL/RVA (Recognition, Validation, Accreditation) of LLL
- **Resources such as books and CLC management handbooks for CLC facilitators are not adequate** in terms of quantity and not updated, in terms of relevance to the situation/needs.
The quality of non-formal education is poor and non-formal education services are scattered at the local level due to the limited number of non-formal education centers at provincial and district levels as well as the limited number of community learning centers.

Insufficient budget and delays in the budget release for supporting non-formal education activities and staff: Low payment for volunteer teachers and failure in providing financial support (incentives) for the teachers working in rural and remote areas.

Lack of and poor non-formal education facilities, teaching and learning materials at provincial, districts and community levels, also insufficient CLCs that meet standards.
Thank you for your attention
(Kop Chai Lai Lai)