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Newsletter

Lifelong Learning & Non-Formal Education in Lao PDR and Southeast Asia



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Dear readers,

First of all, I sincerely hope that all of you are well in these times where the second wave of Covid 19 also seems to catch Southeast Asia. Until now we have been really fortunate as the impact of the global pandemic has not been as hard in Laos and Cambodia than in other parts of the world. Yet, in April and May this year we can now also see that the pandemic is far from over and that the only sustainable solution is vaccination. Until then we will have to protect ourselves as well as possible through the now well-internalised measures of hygiene and physical distancing.

Nonetheless, it is encouraging that we increasingly take advantage of new communication technologies to ensure that we can still cooperate well with partners and advance project objectives. In the Regional Office we got quite used to holding staff meetings online and in Cambodia our office even manages to regularly exchange through video calls with the Community Learning Centres that are being transformed into Lifelong Learning Centres. This is great and helps to not lose time when trying to reach the most marginalized with education opportunities.

As the issue of online communication is more and more pressing, we are currently also conducting a feasibility study on the potential of the use of online tools in non-formal education in Lao PDR. In a challenging country like Laos where many of the target groups are hard to reach, the use of online communication and digital material sounds very promising and the entire system might even be able to save resources significantly if one could reduce travel and still provide training and education to the vulnerable and the most marginalized.

One significant step that was taken in early 2021 was the launch of the official Adult Learning and Education (ALE) Campaign which will be carried out in the coming five years under the guidance of the International Council on Adult Education (ICAE). This campaign also contains a strong vision for ALE: "ALE is a powerful driver for justice, well-being and change. ALE offers flexible quality learning and education opportunities. It is accessible to all youth and adults, throughout the life course. ALE is responsive to the needs of individuals and groups in different life contexts and learning environments. ALE enables people to strive for a better life, decent work and a healthy planet. ALE is a human right."

To ensure this human right, we will continue to work also in Cambodia, Lao PDR and the entire region.

With my best wishes, stay safe wherever you are.

Warm regards
Johann Heilmann
Regional Director

Making Lifelong Learning meaningful in Lao PDR – DVV International invites expertise from UIL and UNESCO as a new stimulus

Johann Heilmann, DVV International

Since 2016, DVV International, along with other development partners and the Department for Non-Formal Education (DNFE) in the Ministry of Education and Sports (MoES) developed a Decree for Lifelong Learning which is to serve as the underlying concept of the Lao education system. The decree was officially approved by the Prime Minister in 2020. The implementation now gained new momentum through an inception workshop with online participation from the UNESCO Institute for Lifelong Learning (UIL) and the UNESCO Regional Office for Asia and the South Pacific in the end of March 2021.

Applying a realistic concept

Developing a decree can be a challenge, getting approval might be even harder as you need support from the political sphere. But actually implementing it might be the hardest task as it requires not only political consent but also the interaction of many stakeholders from different sectors, in the case of the Lifelong Learning Decree also from outside the education sector. In order to still meet this challenge, DVV International and DNFE invited Alex Howells and Raul Valdes Coteria from UIL and Ichiro Miyazawa from the UNESCO Regional Office to share their thoughts about the implementation with those who are involved with the application of the Lifelong Learning concept to the Lao education system.

Initially, the DNFE presented open questions with regard to the implementation to the UNESCO guests who then replied in a very much “hands-on” manner. All parties immediately agreed that in order for the decree to be successfully implemented realistic standards about available budgets and human resources have to be applied. In other

words: The approval of the Decree does not come

along with additional budgets or and additional workforce. To the contrary, the decrease of national revenues might rather lead to shrinking budgets in the foreseeable future. Nonetheless it soon became evident that there are a lot of promising entry points when it comes to defining priorities for the implementation of the decree.

Flexible learning pathways for everyone

One prominent area in this regard which has a significant place in the decree is the issue of recognition, validation and accreditation (RVA) of prior learning outcomes. On the one hand, this still is a major obstacle with regard to the permeability of the education system in Lao PDR. The DNFE and its sub-structures at provincial, district and sometimes even village level offer so-called “equivalency programmes” that provide drop outs or even citizens who have never been part of the formal system with an alternative opportunity to finish primary or secondary education. Yet, so far this does not allow the graduates from the non-formal system to take up education in regular schools again. In terms of the lifelong learning concept and the implementation of the decree, it would be crucial to change this. In general, the creation of flexible learning pathways would be essential to increase the visibility of learning, the self-esteem and motivation of learners and to contribute to greater well-being and more job opportunities on the long run.

A second substantial area in the decree is the establishment of lifelong learning institutions. Looking at restricted budgets and structures, this does not imply the founding of new institutions but rather the transformation of existing institutions into places that offer lifelong learning opportunities.



This could, for example, imply the development of a concept which allows for the use of primary and secondary schools as well as higher education institutions for a wider public out of the regular school hours.

Another valuable advice that was provided during the meeting was the focus on the political advocacy level. It will be important to have political decision makers on board and to make them champions of lifelong learning in order to ensure wider political consent. And thinking a bit outside the box, chances for cooperation with the private sector should not be overlooked. Why not establish agreements between DNFE and private companies to arrange for internships and education opportunities of NFE graduates?

Homework to ensure implementation

The list of recommendations and advice developed in exchange between DNFE, other Lao stakeholders, UIL, UNESCO and DVV International grew longer and longer over the course of the meeting. Clearly a good foundation was set for the development of an action plan for the implementation of the decree. DVV International will closely accompany this process which will be supported by UIL and UNESCO as well. In November, there is a great probability that a group

of between 8 and 10 Lao representatives can take part in a three-week online training on the implementation of a lifelong learning concept organized by UIL and Shanghai Open University.

Until then the meeting defined a significant amount of homework for Lao stakeholders. A first task will now be the official establishment of the Steering Committee for Lifelong Learning which will be presided over by the new Minister of Education and Sports. This Committee will be responsible for the official approval of approaches and decisions taken under the decree. Daily affairs will be managed by the DNFE itself which will serve as the Decree's secretariat.

In her concluding remarks, the Director General of the Ministry's Department for International Relations, Dr. Silinthone Sacklokham, emphasized the role of the concept as well as the importance of continuous support from DVV International. For DVV International, the support of the decree will certainly remain high on the agenda in the coming years.

Operation of the Project in Nong and Sepone district

Dokkham Xomsihapanya, DVV International

Using CLCs as a platform for women to generate income – this is DVV International's objective in Nong and Sepone District in the new three-year project phase which started in 2021.

DVV International thereby intends to increase the income of at least 100 women in five selected villages. This will be done through capacity building in various fields such as the production of handicrafts made of local natural material, broom making or animal husbandry. Before get into these hard skills, all participants are being provided with life skills that enable all women to develop more confidence and self-esteem.

In order to measure the increase in the generation of incomes, a baseline survey was conducted in January. The intended increase of women's income will then be measured again during the course of the project as well as in the end of 2023.

The action is carried out through support from the Phonxong Village in Vientiane Province and the

Rural Development Agency (RDA). RDA started to provide soft skills to the target group and also established dissemination links for handicraft products with the women groups from Phonxong. Through the project, it is envisaged to show how the structures of the non-formal education system, even those at the very grass-roots level, the Community Learning Centres (CLCs) can contribute to the wellbeing of families and in this case particularly strengthen the role of women.

These income generating activities are supported financially through the German Ministry for Economic Cooperation and Development (BMZ). Further CLC activities envisaged at opening up CLCs for children and youth are being implemented with support from the German Kindermissionswerk "Die Sternsinger".



Our Project Manager
for CLC Development



Left: Training on basket weaving for the women in target village
Right: Meeting in CLCs in Nong district



Transforming Community Learning Centers into Lifelong Learning Centers in Cambodia

Vanna Peou, DVV International

The Lifelong Learning Center concept is about having a place for the community in a village for many different purposes. It is a substantial element of the Lifelong Learning Policy which was approved in 2019. A Lifelong Learning Center is meant to be a place for the community to learn, to enjoy and practice various skills. Community ownership is at the heart of the concept.

Currently, there are more than 300 Community Learning Centers (CLCs) in Cambodia, not all of them are functioning well. In many cases, more capacities and management skills have to be built. Furthermore, teachers and learners need to be equipped with further material.

The draft of the Lifelong Learning Center concept was prepared in late 2020 by the Ministry of Education, Youth and Sports (MoEYS), a final version will be published soon with the support of DVV International. However, based on the draft concept, DVV International Cambodia has started to transform 5 Community Learning Centers into Lifelong Learning Centers in a pilot approach until the end of 2023. In 2021, two main activities are going to be implemented by the 5 CLCs. Apart from that, computer labs have been set up in all 5 CLCs and a short course how to use these computer labs and social

media such as Telegram, Facebook, Skype and emails has been conducted through the use of zoom classrooms for all CLCs members. Income generation activities starting from small-scale agriculture will be introduced to all CLCs managers through practical video shows.

After a few months we can already see a difference. Now the environment of all 5 CLCs looks green, clean and fresh. All CLCs management committees are grateful because they can use social media to keep in touch with their networks, and they are glad as their communities recognize them for their various services including not only education but also the provision of vegetables to monks and villagers from the CLC gardens.

In the future, we would like to see lifelong learning centers that not only talk about access to classrooms, but also about promoting education for out-of-school communities of young adults who want to build their networking skills, socialize and discuss intellectual issues with friends outside the community through the use of the computer lab and the lifelong learning center as a general platform for exchange. In order to generate income, online tools should be used as well for the sale of local village products.



Sustaining ASPBAE's Resilience Amidst the Challenges of COVID-19 Pandemic to Advance Adult Learning and Education (ALE) Agenda

Helen Dabu, ASPBAE

More than a year since the onset of COVID-19, countries all over the world continue to grapple with the multiple and multi-layered impacts of the pandemic which cut across social, economic and political spheres.

In the early period of the pandemic, the Asia South Pacific Association for Basic and Adult Education (ASPBAE), as a regional partner of DVV International, immediately responded to the work challenges by adjusting the process and manner by which ASPBAE had to deliver its programme targets for 2020. It continued to pursue an agile and adaptive approach in its planning for 2021 in consultation with its broad membership and partners, as part of ASPBAE's strategic planning process in the next four years (2021-2024).

Recognising the continuing challenges posed by the COVID-19 pandemic in its work, a key implementation adjustment being applied by ASPBAE included shifting what were supposed to be face-to-face regional events into virtual and blended (combination of virtual and face-to-face events at country-level) modes of engagements. This is anticipated to be a key engagement modality within 2021 while ASPBAE monitors the pace of vaccination roll-out in countries in the region to determine if some level of face-to-face regional or sub-regional events and meetings can already be organised towards the end of the year.

Further, in planning its work and the deployment of its resources for 2021, ASPBAE significantly expanded its regionally coordinated country-level work and actions. In particular, ASPBAE has scaled up support for country-level advocacy and

capacity-building in countries where members have greater flexibility to conduct national and local level work, directly in response to the COVID-19 pandemic's impact on education more broadly and adult learning and education (ALE) more specifically.

As these country and community-level work on ALE are pursued with ASPBAE members in the Asia Pacific region, ASPBAE will fully optimise the various global, regional and national dialogues that are currently happening virtually. At the same time, ASPBAE will continue to produce written analytical pieces that advance youth and ALE agenda.

Amidst the continuing mobility restrictions brought about by COVID-19 pandemic, much of the global, regional and some national advocacy spaces have



Secretariat General
of ASPBAE



Group from Philippines
during a workshop on
preparation of Youth Action
Research (YAR) training
materials

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adapted to an online mode of engagement. This has required ASPBAE to modify its advocacy approaches to be more responsive to the demands of this new policy dynamic. ASPBAE has found itself needing to be more quick paced, adjusting to global timezones in multiple platforms, being more strategic in asserting CSO positions, and defending CSO spaces in advocacy platforms especially since these have narrowed in the virtual spaces and modes they have shifted to.

These virtual and blended modes of engagements will require a re-imagining of ASPBAE capacity-building approaches, modes of training, facilitating and learning. ASPBAE will ascertain the experience and skills that need to be honed within the organisation to be effective and meaningful in a terrain that has become increasingly competitive and even contested, alongside shrinking democratic spaces in the Asia Pacific region.

The global architecture for SDG4 is currently being reviewed, while the other key global education spaces and platforms are increasing their influence in advancing, in some cases, a narrow agenda for education and re-defining the meaning of the right

to education and lifelong learning.

ASPBAE is committed to sustain its resilience and strong position to effectively navigate these spaces and will use its influencing capabilities in the global and regional spaces it occupies, such as in SDGs-SDG4 and CONFINTEA VII processes, to advance a more sustainable and resilient education and development paradigm which involves asserting the full delivery of basic, youth and adult learning and education (ALE).

As a complementary action to its adaptive management amidst the pandemic, ASPBAE plans to initiate an organizational development (OD) process in 2021 which includes looking at the major contextual underpinnings in its work and deepen ASPBAE's analysis and strategising to respond to the contextual shifts and movements. Through this process, ASPBAE aims to protect its place as a resilient and sustainable regional education movement able to work with its members and partners to protect the right to education and lifelong learning agenda.

Photo: ASPBAE Executive Council and Staff Meeting



The “We-Are-ALE” campaign has been kicked-off

On March 22, 2021 some 375 participants from across the globe met in a virtual forum for the kick off event of the Adult Learning and Education (ALE) Campaign. With the tag line “We are ALE” the campaign represents, for the first time, an open alliance of ALE partners (Networks, associations and organizations) with the aim of making adult learning and education seen, understood and valued.

The ALE campaign is a call to action to make ALE visible and valued as a significant part of the lifelong learning agenda and a critical component in attaining the sustainable development goals. This includes three key domains of learning and skills: literacy and basic skills, continuing education and vocational skills, including liberal, popular and community education and citizenship skills, for youth and adults including the elderly.

The International Council for Adult Education (ICAE) calls upon ALE advocates, organizations and practitioners globally to join this 5 year global action campaign to make our work as adult educators and our learners visible and increase

the involvement and investment by government, donors, private sector, international organizations and social movements.

The time is now. The current global crisis shows us that much is at stake if ALE is not recognized and valued as a key area for continued investment even as so much of the world’s adult population has been negatively impacted by the ravishes of the COVID-19 pandemic and the concomitant overtake of technology on the way we live, work and socialize. All of this taking place within contexts of increasing uncertainty, and heightened tensions around issues of race, gender, and governance to name a few. Adults will need to be learning new ways to live, work and to be. Only then can we think of achieving a sustainable future.

Join us in this ALE Campaign as we unite for justice, well-being and change!

Source: www.we-are-ale.org



Skills for the digital world

Dalouny Sisoulath, DVV International

Professional skills are in high demand now and in the future. But how can we prepare for the digital world? Soft skills are an important factor in the qualification list. All in all, we have to both reskill and upskill in order to respond to the future labor market that needs employees not just to get a job done, but also to think more widely, deeply, flexibly. On the other hand, also the willingness to be a lifelong learner, to be able to learn new skills such as new technologies and to make new technologies more useful for the working place.

what other skills are needed in the future. In the past we mainly only learned in institutions or through books, but now we can also learn from the internet via smart phone or PC. The next generations in Laos therefore need to have lifelong learning skills in order to equip themselves with what they need for constant change. This gives us a chance to continuously learn and to thereby be ready for current and future work. Asking questions and searching information will thereby help us to keep us updated.

First of all, we have to observe what kind of skills are needed on the labor market, so that we will know what kind of educational fields we should focus on. And also in this difficult Covid-19 situation we need to adapt and change the way of working.

We should implement the lifelong learning concept starting from basic education. It will be even more important to learn new skills and develop skills in the future. Learning happens not only in classroom but also in many environments that surround the learners including the internet. Furthermore, we can just learn from experience.

Knowledge from the past is, as can be seen, not always sufficient, but we constantly need to see

Professional skills are important as well as handling these with confidence. On the other hand, soft skills will also remain of high importance. We have to learn how to learn together, how to think critically and how to be good leaders. Another element is self-awareness: We should have the ability to focus on ourselves and to know the consequences of our action as well as we should know our own value. Furthermore, we should know how to use resources more efficiently, how to prioritize time and work and develop a common sense to understand what is happening around us. Hence, we have professional skills as a weapon and we have soft skills to support this weapon to be stronger and more productive.



Online tools for
evaluation after training



A part of the training
on Soft Skills for
student in Teacher
Training College

German Development Cooperation in one piece

Johann Heilmann, DVV International

As over the years more and more actors got involved in international development cooperation, it got more and more complex to coordinate between the different players and to ensure that synergies are created for the eventual benefit of projects, programmes and their long-term impact. Realising that this is a challenge even between development organisations from one and the same country, the German Federal Ministry for Economic Cooperation and Development (BMZ) – also the main donor of DVV International – called for “Entwicklungszusammenarbeit aus einem Guss” (development work in one piece). The message behind this call was to ask all German development organisations to foster joined-up development cooperation. The activities of German actors in one and the same country should be interlinked and ideally complement and strengthen one another as a homogeneous whole.

This is exactly what was demonstrated during a project visit of the Head of Development Cooperation of the German embassy in Vientiane to Nong and Sepon Districts in Savannakhet Province in the end of February 2021. As most of our readers know, Nong and Sepon are the pilot districts of DVV International in Laos. For now more than ten years, DVV International has supported the establishment and the sustainability of Community Learning Centres (CLC) in the Savannakhet’s Eastern districts bordering Vietnam. Many of the CLCs will now

benefit from two newly constructed roads financed by the German development bank KFW, one in Nong and one in Sepon district. Both roads actually pass by a few of the villages which have CLCs that are still supported by DVV I. This will be of particular importance as in the current funding phase DVV I intends to particularly strengthen women and their ability to increase incomes through training and consultancies held in the CLCs.

While the generation of incomes depends on skills and competencies which will be conveyed through training (as is also described by Dokkham in this newsletter), infrastructural pre-conditions play an important role as well. The newly constructed roads which are even paved in the central village areas (such as in Ban Phounmakmee in Nong District or Ban Lateuang in Sepon District) will, for example, facilitate the selling of the handicraft products which are being made by women in the CLCs as part of the income-generating activities. Markets can thereby be reached much faster and merchants and businessmen can reach the villages a lot easier. Hopefully better accessibility will also increase the support the CLCs receive in terms of capacity building from the District Level and its NFE-structures.

In any case, this development work in one piece demonstrates great synergies and mutual benefit.



The representative from Lao-German Cooperation visited project in Nong and Xepon district, Savannakhet Province



Villa Phuikhamphome
Our Driver and Office
Assistant

Endless learning

Villa Phuikhamphome, DVV International

Sa Bai Dee, I'm Villa, I work for DVV International for almost a year now. I work as a driver and also support the team in the office where needed. This makes me very proud and I will try my best for my assignment and I will try to learn and train more to do better. Working with new colleagues in new environments gives me many opportunities to learn new things and at the same time I can take advantage of old lessons that I had almost forgotten such as the English language and computer skills.

After working for a while with DVV International, I also had the opportunity to learn new things that are different from my previous jobs, at the same time I also review lessons that I have been able to learn in the past as well: for example using the computer to write reports or to help colleagues in the office, but sometimes it was quite hard because I had not used a computer for a long time. Additionally, my colleagues advised me to learn how to use the computer again and later I found that I can use it better. For English, it's always helpful during working hours. When I have the chance, I read English books in my free time. I

enjoy reading English news and learn more about DVV International's work in project publications. I also read our newsletters both in Lao and English. This also helps improve my English.

I also learn English after working hours, the office atmosphere makes me want to learn more, especially our regional director, he can speak Lao fluently; therefore, he inspired me to learn English and other skills that can be of use in the office like communication skills for an even better cooperation in the office. Leadership skills I can see from colleagues and this motivates me to take more action in my work. All in all, I work in a good environment for learning.

I prefer to see and smile, be kind and friendly with colleagues day by day, like we can say "when you have a big heart and big stuff, anything is possible." In the future I wish to work with DVV until the end and I will not stop learning and developing myself. And finally I hope I do not ask too much for new skills like motorcycle and automobile repair for my future, because you never know what will happen next.



A part of working is team building activity with colleagues

The barriers of women to Non-Formal and Adult Education in Lao PDR

Pakou Lee Xaiyaxang, DVV International

The needs of women are a very important and pressing issue for many organizations and sectors, especially in the Non-Formal Education (NFE) system. To understand the barriers of women's access to NFE in Laos and to then be able to more adequately respond to them, DVV International commissioned a study to further look into the related challenges. NFE and adult learning and education (ALE) undoubtedly play an important role in answering the needs of the marginalized and those in rural areas.

Our research consultant Raphaela Hess and I together with colleagues from the NFE sector in Bolikhamxai and Xiengkhouang province thus conducted research on the barriers of women when accessing ALE and NFE in Laos. The research took place from 18 - 26 November 2020. Data was collected in both provinces on provincial, district and village level. A total of 173 people were interviewed, 148 were women (76.5%) and the interviewees included representatives from the NFE sector on province and district level, from CLCs and learners from each level, especially women that can be reached through CLCs.

Data collection and analysis tools were mainly based on the following questions:

- What are the factors that currently hinder women from accessing education offers in the structures of the non-formal education system?
- How can these barriers be overcome?
- What kind of NFE services for women do exist already?
- What kind of NFE services do women wish for?
- What role does the non-formal education system have to play to ensure sustainable access of women to non-formal education offers? What needs to be improved?

After collection and analysis of the data, it was

found that there were difficulties on all NFE levels and it was concluded that there are many factors that can be regarded as barriers. Firstly, institutional barriers as non-formal education development centres lack personnel, sufficient infrastructure, stationary for trainings and professional skills. Furthermore, the dissemination of information seems to be a challenge as well, and the cooperation with other education sectors is limited. Besides, almost all decision makers in the NFE system are men. The needs of women are thus often not adequately assessed and addressed and the courses in NFE centres often do not correspond to the needs of women. The potential of women can therefore often not be exploited: Women spend most of their time taking care of their family, they further need to make money which is why financial constraints deprive them of education opportunities.

Communication also is a major barrier because some minority groups cannot understand and speak Lao. Moreover, the household management and the women themselves also constitute obstacles. Many women lack self-confidence. Many women think that after marriage it is too late for them to learn further, while some younger women have difficulties to set themselves any goal in their lives.

Based on the insights of this research, DVV International is now developing adult education approaches to improve the living situation of women.



Our Project Manager



Online communication - Which tools do I need?

Dalouny Sisoulath, DVV International

The COVID-19 pandemic has shown wide effects in almost all sectors of society, both on the business as well as the education community, too. In these times, institutions and individuals have to get used to digital technologies and use communications tools to avoid meeting face to face and being in crowded place.

With recent technology advancements, many service providers have developed applications for video conferences and digital communication in order to facilitate and support learning and working through online channels. This certainly proved very useful in the COVID-19 pandemic. In order to have a better overview of the different apps that are available for free download we are now presenting you with the characteristics of the most frequently used ones:



Zoom

- Up to 100 participants
- Limited time: 40 minutes for free
- Share screen or presentation mode
- White board available for detailed explanations
- Sharing of files, pictures and content possible
- Recording of video possible
- Available for all device systems



Google Hangouts

- Up to 10 participants
- Sharing of files, pictures and content possible
- Available for all device system
- User and participants need to have a gmail account



Line video call

- Up to 200 participants
- Share screen or presentation mode from PC
- Sharing of files, pictures and content possible
- Record of video possible
- Available for all device systems
- Live stream online

With Line, an album can be created which helps to organize photos, videos and files in a certain group. It can be used both from smartphone and PC.

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True VROOM

- Up to 1.500 participants
- Share screen or presentation mode
- Sharing of files, pictures and content possible
- Recording of video possible
- Available for all device systems



FaceTime

- Up to 32 participants
- Share screen or presentation mode from PC
- Sharing of files, pictures and content possible
- Available only for the IOS system



Microsoft Teams

- Up to 250 participants
- Share screen or presentation mode from PC
- Sharing of files, pictures and content possible
- Recording of video possible
- Available for all device systems
- Sharing of meeting schedule via Outlook possible
- Can be plugged-in in with Zoom



Facebook Messenger

- Up to 6 participants
- Share screen or presentation mode from PC
- Share of files, pictures and content possible
- Available for all device systems



“Technology that connects us while we’re apart helps keep us safe and productive. Over the past few months, we’ve seen the power of video meetings bring us together—whether we’re working with teammates, talking to healthcare professionals, sharing with loved ones, or learning from home”. ©

In this sense, the Covid-19 pandemic can be a starting point for us to adapt to the digital world.

Source: www.dct.or.th

© <https://blog.google/products/meet/bringing-google-meet-to-more-people/>

Javier Soltero, Vice President & GM, G Suite

Interesting

Important Website in region

www.nfedi.org
www.rda.org.la
www.aspbae.org
www.seameocelll.org

Interesting publications

Adult Education and Development
AED 86 (2019): The good adult educator
AED 85: Role and Impact of Adult Education
AED 84: Inclusion and Diversity
AED 83: Skills and Competencies

International Perspectives in Adult Education

IPE 79(2019): The contribution of adult education to active participatory citizenship
IPE 77: Rethinking adult learning and education - Asia perspectives
IPE 78: Adult education as a key to development - challenges and success factors
IPE 76: Refugees: A challenge for adult education

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All publications can be obtained for FREE at the DVV International Regional Office

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Newsletters

The ASPBAE Bulletin access via www.aspbae.org
NEXUS - access via www.uil.unesco.org
Voice Rising - access via www.icae2.org
Education Policy Matters - via www.unescobkk.org

New Publications

DVV International Annual Report 2020
Reaching the Marginalized - Good Practices in ALE in the Middle East, Southeast and South Asia
Handbook for NFE Facilitators
Soft Skills Training Manual for Facilitator
Soft Skills Instructional Package
Curriculum globALE in Lao language

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