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Newsletter

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



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Dear readers,

we certainly look back at an interesting year for adult learning and education with the big highlight being the International Conference on Adult Learning and Education (CONFINTEA VII) in the Moroccan town of Marrakech in June. This high-level UN conference was also attended by representatives of DVV International and some of its major partners such as the Association for Basic and Adult Education (ASPBAE) and the International Council on Adult Education (ICAE). This participation and, even more importantly, all the groundwork in consultations preparing the conference, paved the way for a strong impact of civil society on the conference outcomes.

The outcome document of the conference is the so-called “Marrakech Framework for Action” (MFA) which will now be the main reference document for national governments to further strengthen adult learning and education (ALE) in their respective countries and which can of course also be used by civil society to hold governments accountable. The MFA’s title is “Harnessing the transformational power of Adult Learning and Education”. It includes action recommendations to realise the transformative power of ALE in six core areas: 1 Establishing frameworks and governance arrangements; 2. Redesigning systems for ALE; 3. Ensuring quality of learning; 4. Increasing funding; 5. Promoting inclusion and 6. Expanding learning domains.

It becomes evident that the MFA, compared to the Belem Framework for Action (BFA), the outcome document of the last CONFINTEA in 2009 in Brazil, shows some clear progress. It now clearly defines ALE as an integral part of Lifelong Learning (LLL). In other words: There is no LLL without ALE. The MFA then further links ALE to the Sustainable Development Goals (SDGs) and it stresses the importance of literacy and the transformational character of ALE.

Two further points are very important for our work in Laos and Cambodia: Firstly, the MFA recognizes the importance of local ALE institutions. These are particularly Community Learning Centres and NFE Development Centres in our context. Secondly, the importance of RVA (Recognition, Validation and Accreditation) mechanisms is equally stressed. As we know, the subject of RVA is to gain in importance with the implementation of the LLL Decree in Laos. The MFA now backs these efforts.

Of course, we will have to see how we can operationalize this. In any case it is encouraging and will receive further attention in this newsletter through a report on a post-CONFINTEA event in Vietnam. A further article in this issue sheds light on the German Adult Education Conference which took place in June right after the CONFINTEA and which was attended by Lao delegates as well.

A lot of groundwork has now been laid. At the same time, we need to set our focus right and see how we can really benefit from international trends and developments. Hoping that these benefits will be strong and long-lasting I wish you a wonderful start into 2023.

Yours sincerely,

Yours sincerely,
Johann Heilmann
Regional Director

We don't have adult education... ... but we do have adult education offers!

Vietnam and the Post-Confintea process

Johann Heilmann, DVV International

The Marrakech Framework for Action (MFA) as the output document of the CONFINTEA VII can certainly be interpreted as having something substantial to offer for the ALE community: the recognition of ALE as an integral part of lifelong learning, the demand for a comprehensive ALE system or the emphasis on the importance of local ALE institutions such as Community Learning Centres (CLC). But what does this mean for UNESCO's member countries?

SEAMEO CELL invites a large group of stakeholders

In Vietnam, an attempt was made to answer this question in a conference organized by the Centre for Lifelong Learning of the Southeast Asian Ministers Organisation (SEAMEO CELLL) which was supported by DVV International. The conference took place in Ho-Chi-Minh-City on 25th October and involved participants from the host organization as well as from the Ministry of Education, Community Learning Centres, various associations involved in adult education and representatives from the governing board of SEAMEO CELLL from several other Southeast Asian countries.

The Regional Director of DVV International for Southeast Asia and the Focal Point for Vietnam's national GRALE (Global Report on Adult Learning and Education) V Survey paved the way for further discussions by presenting the outcomes of the CONFINTEA VII and by shedding light on the current ALE situation in Vietnam. This was then followed by short inputs from neighbouring countries on good ALE practices and new objectives set after the CONFINTEA VII.



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Our Regional Director presents the CONFITEA Framework

ALE in Vietnam – Or what do we call it?

After this stage was set, an entertaining and forward-looking debate developed. This debate went into an interesting direction at first when one participant admitted that the term “adult education” is rarely used in Vietnam – simply because it is not seen as opportune that adults need to learn – after all they are grown-ups already. The solution, however, is very simple: The term “continuing education” is used to a large extent and covers largely what we generally understand by adult education.

Indeed, the Vietnamese system of continuing education is sophisticated in many ways. Especially the existence of more than 10,000 CLCs is quite remarkable, even though quite a few of them are not fully functioning. This challenge and others were openly talked about in the afternoon of the conference – always with the objective to relate identified challenges to new opportunities that might open up with the implementation of the MFA. There was general agreement that even before

there was a central push from the government to make Vietnam a “learning society,” it has always been part of Vietnamese culture to strive for further learning. On the other hand, several issues were raised where improvements are urgently needed: On a few occasions, participants talked about the need for a system of quality assurance. Furthermore, RVA (Recognition-Validation-Accreditation) mechanisms need to be put in place to further encourage people in their (informal/non-formal) learning. And finally, there was agreement that while funding for ALE (or continuing education) was limited, other ministries should be motivated to invest into the education of adults as well. All these points

raised could become part of a Vietnamese adult education system. And in any case, the fact that the MFA postulates the need for separate ALE systems was welcomed by all participants.

The way forward – lifelong learning in Vietnam

Starting into the new interim period between two CONFITEAs, Vietnam has already set itself ambitious objectives: Until 2025, a law on lifelong learning will be in place. This law has been wished for by all stakeholders in the education sector and even more by those involved in adult education. The development of this law will not only involve government actors but also other relevant protagonists such as the Vietnam Association for Learning Promotion (VALP) and the Vietnam Association for Education for ALL (VAEFA). In the near future, SEAMEO CELLL will further discuss all recommendations of the conference with the ministry and in doing so, it is confident that this will be met only with open ears.

Adult Education: A new publication in Lao language

Johann Heilmann, DVV International

It is one of the most common statements when discussing the issue of lifelong learning: Laos needs a reading culture! While it is self-evident that reading is one of the most important pillars of (lifelong) learning, it is also not deniable that products that can be read in Lao language are scarce. This starts from children's books, continues with novels and any other literature and also holds true for any scientific publications.

Of course, it takes time until more authors publish in Lao language. But what we also need are textbooks, novels, scientific articles, journal entries and much more to be translated into Lao as well. This can be seen in adult education as well. As a very valuable contribution, the Faculty for Education of the National University of Laos has translated some Thai books in the field of lifelong learning into Lao but much more is needed. DVV International has therefore made the effort to translate some of the most recent relevant publications on adult learning and education (ALE) into Lao. It includes the definition on adult learning and education which is now being disseminated through the ALE campaign as well as the UNESCO Recommendations on Adult Learning and Education. Anybody who finds it a bit tricky to go through all these documents in English is now invited to pick up a Lao copy at the DVV International Regional Office. Take advantage of this and become an even better expert in adult education!



Lao and Cambodian representatives at the 15th German Adult Education Conference

Dalouny Sisoulath & Chiara D'Urso, DVV International Laos

From 14th to 24th June 2022 representatives from Laos and Cambodia visited the Federal Republic of Germany

The 2022 German Adult Education Conference (Volkshochschultag) organized by the German Adult Education Association every 4 years, was held in Leipzig on 20th and 21st June. The objective of the conference was to assemble actors from German adult education centres and further stakeholders to share lessons learnt, best practices and challenges of adult education in Germany and at an international level. A special focus was on teaching and learning experiences lived during the COVID-19 pandemic as well as on socio-economic and political changes. The conference was also an open platform for discussions on policy guidelines for the future development of adult education.

The 15th German Adult Education Conference was attended by representatives from adult education centres, but also from the government and other institutions involved in adult education. Furthermore, through the networks of DVV International, participants from more than 30 partner countries attended the conference as well.

Among them was a Southeast Asian delegation involving representatives from the Lao Ministry of Education and Sports and the Faculties of Education of the Lao National University and the Royal University of Phnom Penh.

The trip of the Southeast Asian delegation to the adult education conference could be linked connected with building networks and opportunities through exchanges with different parties which work on policies and development of adult education in Germany and other countries. Simultaneously, participating in the conference also promoted the work of the works of the DVV regional office implemented in Lao PDR and Cambodia.

Furthermore, the delegation from Lao PDR and Cambodia also visited and exchanged lessons on ALE and lifelong learning with the Faculty of Education of the University of Hamburg. It went to see the adult education centers in Pinneberg and Hamburg and also had exchanges with representatives from vocational training institutions. Another highlight then was a meeting with the state secretary for education of Hamburg, with whom vivid exchange on vocational education and adult education systems took place. The trip was then concluded with a visit to the UNESCO Institute for Lifelong Learning (UIL).



Our delegation from the Ministry of Education and Sports (Lao) and Ministry of Education, Youth and Sports (Cambodia) together with the Regional Director, Country Director and Project Manager from Lao and Cambodia

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Welcome and discussion with Rainer Schulz (State Councilor of the Authority for Schools and Vocational Training) on further education

Through the conference and the various side visits in Germany, the following lessons could be learnt:

- Germany's adult education policy aims to provide people with opportunities to learn in ALE systems (formal, non-formal and informal education) in order to develop their abilities related to the UNESCO's lifelong learning approach.
- Germany has developed legislation and policies that provide the infrastructure to people who can access adult learning and education, through public financial support, but with every adult education center having its own management and finance system. The courses are provided based on the needs of the target group, an approach which evidently increases the attendance rate of adults.
- Germany's vocational education system, which is a structural system that has been developed for a long time and has specific characteristics, is the creation of courses that focus on the development of labor skills by collaborating with the private sector.
- The teacher training is provided by universities based on adult education and lifelong learning programs. The Faculty of Education of the University of Hamburg is the second ranked in terms of the number of student enrollment after the Faculty of Economics.

After participation in the conference and meeting with different institutions, the Lao delegation would like to make the following recommendations for the development of adult education and lifelong learning in Lao PDR:

- The subsector of non-formal education should continue to cooperate closely with DVV International to learn about good practices and to exchange further in in order to implement legislation, policies and methodologies on the development of adult education and lifelong learning in Lao PDR.
- The subsector of non-formal education should reflect on the implementation of the lifelong learning decree, which was approved in 2020, by establishing the national steering committee which should then guide the implementation of the decree.
- The National Commission for UNESCO should coordinate with the UIL in order to share information and to then provide it to relevant actors. An application of a Lao city to the UNESCO Global Network of Learning Cities should be considered.



A first glimpse at sustainability experiences from a Lifelong Learning Centre

Vanna Peou, DVV International Cambodia

Mr Khun Samros is the head of Kampong Cham Youth Center, located in a village in Kampong Cham Province. He has been working at the center for almost a year and a half.

In the end of 2021, DVV International, in collaboration with the Ministry of Education Youth and Sports, with the Department of Non-Formal Education and the Department of Center Management, included the Kampong Cham Provincial Youth Center in a pilot project to turn it into a Lifelong Learning center. When receiving this information, Mr Samros showed delight, since it was in line with his goals of attracting more youth and young adults to his center and also with his willingness to create work place experience for young people.

After almost a year and a half of working at Kampong Cham Youth Center, and after

collaborating with DVV International in 2021, the team of the Kampong Cham Provincial Youth Center already achieved some remarkable results such as: leading the team in training for the Council for Youth and Children of Cambodia, restructuring the center, expanding coffee stalls in front of the center as well as improvements in terms of agriculture. For example, the center started growing vegetables and fruits such as cabbage, cucumbers, lemongrass, bananas, mushrooms and is now also raising catfish. Mr Samros chucklingly admitted the beauty he had never seen before. Additionally, he asserted that “nowadays, our center is a welcoming place for people willing to do exercises in the morning or to take a break from work by enjoying a walk to see the vegetables and fish that we grow, and also as an opportunity for those who are eager to order vegetables and fish to take home”.

Mr Samros believes that the transition from a youth center to a lifelong learning center is a matter he has envisaged since the beginning, as he recognises the Lifelong Learning Center as a space where everyone can widen the importance of learning by joining at any given time.

Since the implementation of the pilot project, which transformed the Community Learning Center and the Youth Center into a Lifelong Learning Center, many youths joined and recognised it as a special opportunity to practice various activities. Moreover, the LLL center hosted several soft skills trainings for officials along with DVV International's cycle training on CLC and Youth Center Management.

In fact, Kampong Cham Youth Center's head acknowledges the importance of the Lifelong Learning Center for the community as it provides young people with both hard and soft skills training,



Mr Khun Samros is the head of Kampong Cham Youth Center, with agriculture farm at the LLL center

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Mushroom from the Kampong Cham Youth Center

and it contributes to a revolutionary change to their everyday attitudes and habits. Furthermore, the Lifelong Learning Center is now the place where agricultural students can get first-hand practice for what they have learnt in theoretical classes. Mr Samros therefore underlines how his life changed as well since the center was renewed, for example by replacing the implementation of simply his own ideas with decision-making in the team, also showing care for the workplace. Thus, he acknowledges the common value for the community more than ever.

His expectations for the next three years of the Kampong Cham province Lifelong Learning Center focus on making it a full-service venue for young people in the community, meaning that they will have a wider range of choices for upskilling on the

base of their interests.

In addition, the center will be transformed into a “Green Center”, namely a center full of vegetable gardening. As the head of the Center, Mr Khun Samros is determined to work hard to make the LLL Center as successful as possible and to keep it active as much as possible.

Finally, he counts on gaining support from all actors involved, especially DVVI, NGO partners, and community partners, with the wish that the center will provide full services to young people as well as the whole surrounding community.

ASPBAE Engagements in the Transforming Education Summit (TES): A Key Political Process to Get SDG4 Back on Track

Maria Helen Dabu, ASPBAE

The genesis and overall purpose of the Transforming Education Summit (TES) can be gleaned from the [Our Common Agenda Report](#) presented by the United Nations Secretary-General (UNSG), Mr. Antonio Guterres to the UN General Assembly in September 2021 in which, he specifically expressed:

*“...I will champion lifelong learning for all and convene a **Summit on Transforming Education in 2022 to accelerate progress towards the achievement of Sustainable Development Goal 4...**”*



The TES was a key political process in 2022, steered by the UNSG, to elevate education at the top of the global political agenda of governments. From the start of the Summit processes in the early part of 2022, the Pre-Summit convenings in Paris in June and until the main Summit in the high level week of the 77th Session of the UN General Assembly in New York on 16-17 and 19 September 2022, the Asia South Pacific Association for Basic and Adult Education (ASPBAE), a long-standing regional partner of DVV International, has actively engaged in the national, regional and global processes and consultations to get SDG4 back on track through the TES. ASPBAE offered a strong voice of civil society from the Asia Pacific region, especially from developing countries, and called for a real transformation in delivering the neglected SDG4 targets from national to transnational levels, framed within a rights-based, inter-generational, climate-saving and gender-transformative agenda for education.

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Teachers, youth, and representatives of civil society organisations at the Transforming Education Summit.

Together with the Global Campaign for Education (GCE), ASPBAE also represented the CSO constituency in the TES Advisory Committee as part of the UNESCO Collective Consultation of NGOs on Education 2030 (CCNGO Ed2030) Coordination Group, in which DVV International is also a member.

The Summit was organised at a critical time, when the COVID-19 pandemic and other contextual challenges brought unprecedented setback on education, at less than a decade into 2030 when the SDGs, including SDG4, are aimed to be achieved.

During the Transforming Education Summit Solutions Day (17 September) in the UN Headquarters in New York, ASPBAE Secretary-General, Helen Dabu, spoke on the gaps and opportunities in external financing mechanisms for education in the session entitled, 'Education Financing Observatory: Setting the Grounds for Sustainable, Fair, and Inclusive Financing'.

The session was organised by GCE together with CCNGO Ed2030, the Government of Malawi, Government of Argentina, the Arab Bureau of Education for the Gulf States (ABEGS), ASPBAE, the Arab Campaign for Education (ACEA), CLADE (Latin America), ANCEFA (Africa Network Campaign on Education For All), European and North American Campaign for Education (ENACE),

Education International, and ActionAid.

Helen Dabu emphasised that it is critical for the external financing agenda for education to support one of the aims of the TES, which is to revitalise national and global efforts to achieve SDG4. She called on governments to make a serious commitment to concretise their efforts to meet the SDG4 targets that have received the least attention, such as on functional literacy, early childhood care and education (ECCE), disability-inclusive education, adult learning and education (ALE) including the most recent commitments made in the [CONFINTEA VII Marrakech Framework for Action](#), women and girls education, support for teachers, global citizenship education and education for sustainable development, amongst others.

The TES follow-up mechanism for the implementation and monitoring of its outcomes will be pursued through the SDG4 High Level Steering Committee (HLSC). ASPBAE and GCE, representing CCNGO Ed2030, currently occupy the CSO seats (for the period 2022-2023) in this global SDG4 monitoring and coordination architecture. In this representation and its related national and regional coordination processes, ASPBAE will continue to protect and defend the full agenda of SDG4 and the right to education of all children, youth and adults.

Case Study: Learning and teaching at the same time through Mobile Community Learning Centres

Vanna Peou, DVV International Cambodia

In the past, it was difficult for Miss Hich Sou Khit to live in a group of farms that was far from her village. By

then, she was illiterate and she did not know how to sell cashew nuts or where to go to school.

"In 2017, I went to school to study in grade 2 my village", she said. "The studies lasted only three months a year and I was not very literate." She added that by 2019, during her stay in a Chamkar (in the fields), she learned to read and write considerably.

In 2020, the community recruited volunteer teachers for a Mobile Community Learning Center (MCLC)

established by DVV International's partner NTFP (Non-Timber Forest Products) for community learning. At that time, Miss Khit also agreed to serve as a committee member of Cheong Chhim Leu MCLC in Kang Nork village, a position she still holds now.

"I teach the children gradually and I continue studying in public school myself", she says.

At the moment, Miss Hich Sou Khit is studying in grade 8 at Vernsai secondary school to further increase her knowledge for the future. She is a volunteer teacher without any salary.

Seeing the hardships of community illiteracy, Hich Sou Khit took advantage of her big heart to support children and young people in remote areas in their learning. She now aims at graduating from

grade 9, and her dream job is to be hired by an organization in order to earn money and to further continue her studies.

"The NTFP project is for the Mobile Community Learning Centers (MCLC) that develop community knowledge for those who do not have other opportunities to receive any education. It is the basis for going to any public school" Miss Hich Sou Khit said.

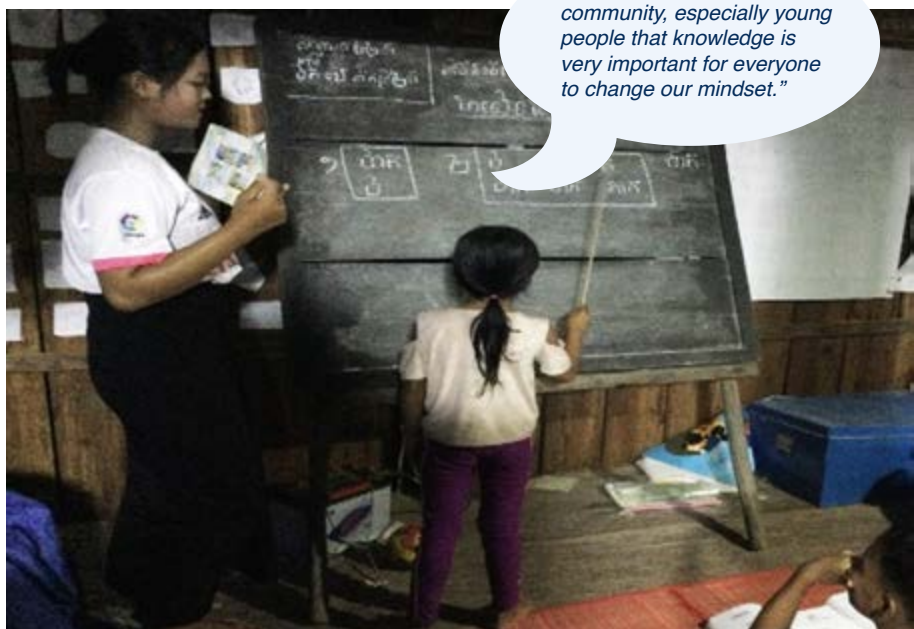
"I would like to tell the community, especially young people, that knowledge is very important for everyone to change our mindset", she happily added.

"Finally, I thank the sponsors, Sternsingers, DVV International and NTFP for providing funding and knowledge to the communities. We look forward to continuing the support for the community in the future", she expectantly said.

"I would like to tell the community, especially young people that knowledge is very important for everyone to change our mindset."



Name: Miss Hich Sou Khit
Age: 16
Lives in Kang Nork village,
VernSai commune, VernSai district,
Ratanakkiri province



A positive change happened to people through a great initiative

Leklai Southavilay, DVV International Laos

Sabaidee, my name is Leklai Southavilay, and I joined DVV International in September 2022. As a newcomer, I am proud of being a great team member of this special family, because DVV International is the key actor in adult education, as well as in the non-formal education sector in Laos and the region. In fact, DVV International supports adult education development projects at all levels from central to grass roots level, creating meaningful learning opportunities across the country for sustainable changes in people's lives.

In my project for women empowerment, the curriculum was designed and developed collaboratively with government partners – especially the Non-Formal Education Department and the Ministry of Education and Sports (MoES). In the early beginning of my duties at DVVI, I started reading and getting through most of the curriculum, which I found highly relevant as it responded to the actual needs of our Lao people – especially the most marginalized communities. With over 10 years of professional experience working in formal education programming and developing – early-grade curricula, teachers and pedagogical advisors' capacity development and support – I would now further learn from my current project – adult education and women empowerment – and other projects under DVVI management, and take it as an opportunity to share my professional experience in programming quality and to provide the best outcomes to the project target beneficiaries.

With regard to my project of adult education and women empowerment, in collaboration with the Department of Non-Formal Education (DNFE) and the Non-Formal Education Development Center (NFEDC) for the development of the innovative women's handbook, I have the objective of developing quality master trainers on the topic of

the empowerment of women on non-formal education. The handbook will be a great guide for trainers to design and implement their capacity-strengthening events for people with different learning styles and needs. Community people can learn directly and efficiently from the local based CLCs and will also be able to share skills and knowledge with their friends and families for further improvement and development.

Although the physical, economic, social and traditional barriers can prevent girls and women from accessing and acquiring education and learning opportunities, I strongly believe that with the great support from the DVV team, the co-developed innovative curriculum package and the contribution of the government of Laos, community people can perform their roles effectively and efficiently, and can be able to strive for their own brighter future as well as for the country welfare.



*Our Project Manager in
Regional Office*



Together with the NFEDC team and NFE in Provincial and District level for the training in target village in Louangprabang province.



Our Project Manager in
the Regional Office

Using the “EdApp” in non-formal education

Pakou Lee Xayaxang, DVV International Laos

According to the results of the research “The potential of online teaching and learning in Non-Formal Education in Lao PDR”, which the NFEDC (Non-Formal Education Development Centre) conducted with Lao German Development Consulting (LGDC). 95% of the NFE target group has access to an internet connection. This can certainly be regarded as a solid base for the utilization of digital tools.

In Lao PDR online learning and teaching started when Covid-19 spread out, since schools closed and people could not meet each other. This caused an unprecedented challenge to both formal and non-formal Education systems.

In order to support the use of online and digital tools in non-formal education, DVV International introduced a supportive digital tool: “EdApp” (Education App), which aims to experiment with digital learning in partnership with the Non-Formal Education Development Center. As a first step, the content of subjects like Physics and English for grade 12 equivalency programmes are now inserted into the app. It can be used to design lessons, plan activities and most importantly ensure students’ interactions with teachers. The potential of this app ranges from allowing facilitators to upload tasks or PP files and Video content with creative and engaging tones, making learning a fun opportunity up to encouraging learners’ active participation. At the same time,

EdApp can record data from lessons by calculating the percentage of students’ involvement and their improvement rates.

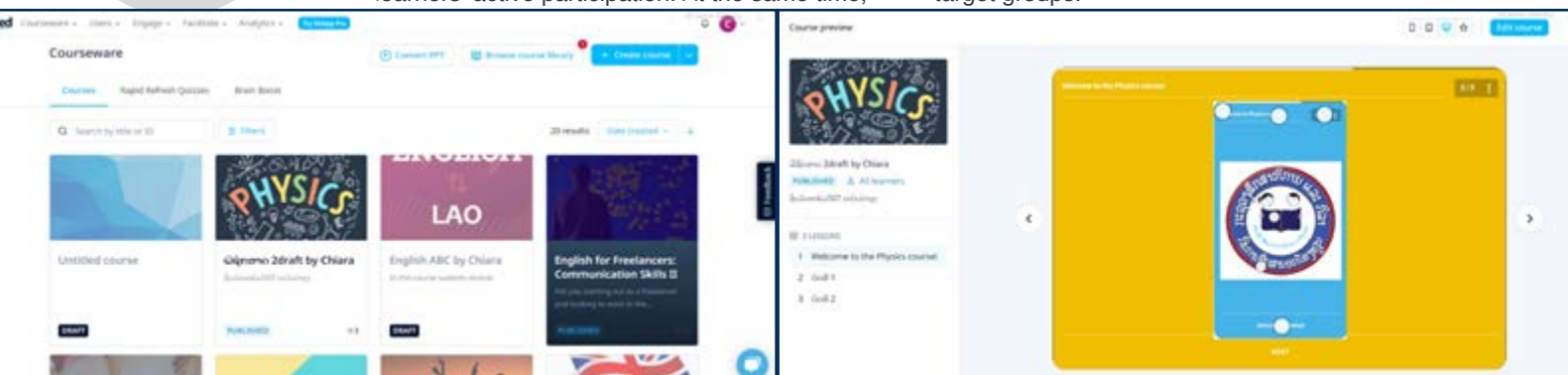
How to use EdApp in NFE’s learning system: As a first step, teachers design their lessons and plan their activities in EdApp. After that they send the designed lesson link to the students in order to guide them through the lesson and through learning the respective modules. Secondly, students go to school to discuss possible questions or ideas with the teacher.

Undoubtedly, EdApp can be a valuable tool to especially reach people who have dropped out of school or are under-literate factory workers. As these learners need to generate incomes for their lives and families, they would not have enough time to attend school, so EdApp plays allows for flexible learning times in many areas.

However, the use of EdApp is still a new challenge for NFE teachers, as most of its settings are in English, and not all subjects are easy to design when related to science formulas and tools. On the other hand, it is a really good tool for general subjects where games or interactive activities can be planned by teachers and their assistants.

In conclusion, NFE and DVVI will further exploit the potential of the app for the benefit of the NFE target groups.

Example of the
EdApps
homepage



Message from Director-General of UNESCO on the occasion of International Literacy Day, 8 September 2022

International Literacy Day is an opportunity to assess progress and spur momentum towards celebrating literacy as an essential human right that plays a fundamental role within our societies.

Indeed, to quote the Brazilian intellectual and educator Paulo Freire, who dedicated much of his life to adult education, literacy should be “the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world”.

Together we have achieved much in this field. In 1979, only 68% of the world’s population knew how to read and write. In 2020, this figure had risen to 86.7%. Despite this progress, 771 million youth and adults around the world still do not possess basic literacy skills – 60% of whom are girls and women.

COVID-19 is exacerbating this issue. School closures and disruptions caused by the pandemic have likely driven learning losses and drop-outs. This is especially true for vulnerable populations. In response to this urgent situation, UNESCO and its Member States are redoubling their efforts to ensure that progress made in recent decades is not reversed, but reinforced.

For example, on the crucial topic of adult education, UNESCO Member States have renewed their commitment to literacy this year through the adoption of the Marrakech Framework for Action, which recognizes adult learning and education as a core driver for all the SDG goals.

Moreover, in June, UNESCO hosted a Pre-Summit to pave the way for the Transforming Education Summit convened by the United Nations Secretary-General this September in New York. The Pre-Summit brought together more than 150 Education

Ministers to reaffirm that tomorrow’s education must be inclusive and focused on the most vulnerable – giving them not only basic skills but also keys to navigate the contemporary world. The Summit reaffirmed the importance of a new form of literacy, digital literacy, as an essential tool for lifelong learning.

To achieve these objectives, UNESCO Member States emphasized the need for more investment in education and increased international aid, along with more open, free and high-quality educational resources.

Through the celebration of International Literacy Day, UNESCO calls on all actors in the field of education and beyond to re-think the role of literacy.



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 80 (2022): Citizenship education and ALE
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

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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

Curriculum managerALE
Curriculum institutionALE in Lao language
Curriculum globALE in Lao language
DVV International Annual Report 2021
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

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