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# Newsletter

## Lifelong Learning and Non-formal Education in Lao PDR and Southeast Asia



No 1.2017

Mobile Teacher  
TVET Project  
New Country office in Cambodia  
Non-formal Education in Tajikistan  
and Pakistan  
CLC in Thailand

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## Editorial

Dear Readers,

In his book “The Adult Learner“, Malcolm S. Knowles, one of the most important researchers working on non-formal education, claims that youth and adults are somewhat different in their learning from small children. He develops some core principles of adult learning.

One of his six principles is that youth and adults always have to know why they should learn, what they need to learn and how they learn. What does this mean? If we think carefully about our school days, we very often could not answer these questions. We trusted the teacher or did not care about the why, what and how. This way of teaching and learning might be possible with small children (although modern pedagogical research thinks, it is not the best way even for kids). However, it is totally impossible for youth and adults. Adults always should have a clear idea about the benefits they will gain from learning - and the negative consequences of not learning. For us, the teachers and trainers this has vast consequences:

- We should take our time to reflect with the participants on the why, what and how. They should become aware of the need to know. We have to discuss it with them.
- Maybe, even more important is to know more about the needs of the participants. Do they really want to learn about e.g. pig rising, do they really want to learn to read and write better? What do they really think? That is what we call a needs assessment - and all non-formal education should start with that.

But why is that so difficult to do? In a training cycle for Master Trainers in Non-Formal Education, that DVV International implements at the moment on request of the Department for Non-Formal Education, participants were asked to organize and conduct a training on a subject they could chose. Nearly nobody did a needs assessment. They just trained, what they suggest would be good for the learners. I think it is because all of us are still caught in the traditional way of teaching/learning: I, the teacher, know and you, the learner don't know. If we start respecting the adult learner as a partner in the process of mutual learning, the unsuccessful and ineffective way of teaching will be changed into a learning process, which is meaningful for all and is full of the joy of learning.

DVV International is committed to support the trainers and facilitators to learn about these fundamental principles of adult education. We will continue to provide the necessary methods and tools to do so successfully.

All the best for 2017

*Uwe Gartenschlaeger*  
Regional Director  
DVV International, Southeast Asia

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## Mobile Teachers for Primary School Children

Isabelle Mischke, Intern, DVV International, Vientiane, Lao PDR

Due to its mountainous landscape there are still some areas in Lao PDR in which children do not have access to primary education in their own village. Often there are either incomplete facilities or no school at all. In order to reach out what is estimated to be 6 per cent of children in the country, the Ministry of Education and Sports (MOES) designed the Mobile Teacher Primary Education Equivalency Programme. The programme's aim is to improve access to quality primary education for marginalized children of age 6 - 14.

Phase I of the project was already successfully completed in August 2014. Phase II will be completed in August 2017. The Lao government and UNICEF continue to support the project financially focusing on further training for teachers and teaching and learning material for the classrooms. DVV International provided funding for the evaluation and monitoring of the project implementation and learner outcomes in Khammouane province in September 2016.

For the first phase of the project the Ministry of Education and Sports selected 114 villages in 2012 and 168 villages in Savannakhet, Khammouane and Sekong for the second phase in 2013. In order to successfully implement the projects, the active participation of the whole village community is needed. The programme provides funds for the village to build a shelter that will be used as a classroom. The shelters are very basic, but are equipped with chairs and tables. In the future, classrooms should also be provided more teaching and learning material in order to make classes more interactive and attractive to the children of the village.

Mobile Teachers are non-formal education facilitators that have been trained to conduct equivalency programmes focusing on developing literacy skills and specific learning standards. Therefore the MOES selects newly graduated teachers that are provided capacity building and monetary incentives for their work. These teachers should have preferably finished Upper Secondary School and three years of teacher training. As the villages are in very remote areas such as dense forests and on mountains it is not very appealing for a young teacher. Therefore, it has not always been possible to find teachers with this qualification and

evaluation that has been carried out by the Department of Non Formal Education has shown that there needs to be more training for Mobile Teachers in the future. Currently, their teaching abilities were rather limited and did not show a lot of interaction with the students in the classroom.

Each Mobile Teacher is assigned to two villages in which s/he is supported by a teacher assistant. The teacher assistant is a local literate adult with a minimum of 5 years primary school education who is in charge of teaching the children while the Mobile Teacher is working in another village. As these people have never taught a class before they need more training prior, during and after the project so that once the project is completed and the Mobile Teacher might leave the village, the teacher assistant can substitute as the main teacher for the children.

The evaluation in Khammouane province showed that the children attending the Mobile Teacher Primary Equivalency Programme are not older than 10 years old, even though the programme was designed to reach out to

children age 6-14. According to reports the older children of the village were too shy to attend. In many cases however, children younger than 6 years visited the classrooms which made it more difficult for the teachers to prepare the class and reach the goals as the younger learners require different teaching approaches.

Overall, the programme has proven to be highly relevant using an innovative design that makes it possible to reach those who would otherwise not be able to receive an education. With continuous training and support on provincial, district and village level the project will have a positive and sustainable impact on the beneficiaries and everyone involved.

### Sources:

Progress Report: Ministry of Education and Sports. Department of Non Formal Education. "Monitoring and Evaluation on Primary Equivalency – Supporting Mobile Teachers Programme in Khammoun provinces on 3 – 10 September 2016"



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## Developing Livelihood through Non-formal Vocational Training

Interview with Mr. Khanthong Inthachack, Project Manager at DVV International

*Interviewing: Mr. Khanthong Inthachack (K)*

*Interviewer: Ms. Anna Capasso (A)*

There are significant inequalities in the access to post-secondary education in Laos. In order to improve the vocational education and training system, DVV International and GIZ (Deutsch Gesellschaft für Internationale Zusammenarbeit) are supporting the Ministry of Education and Sports in the Technical and Vocational Education and Training project (TVET), through which are offered non-formal vocational and skills trainings and curses at provincial, district and village level. Mr. Khanthong will give us some personal insight on the project.

*A.: Mr Khanthong, can you please tell us something about yourself and when did you start working at DVV International?*

*K.:* I started working for DVV International in 2012, as Liaison Officer, where I am specializes in life skills and vocational education trainings. Before I was working for GIZ, where I started in 1991 and worked for twenty years. I always worked with German organizations and I also speak German.

*A.: What are your duties at DVV International?*

*K.:* I am a Project Manager for Skills Development and Liaison Officer; my tasks are mainly the coordination between national and district level, so I am the contact person when there is to contacting and coordinate projects, meeting and events between the government and local organizations. I am DVV International representative at national and international meetings. Alongside these tasks, I am Project manager of the Technical and Vocational Education and Training project (TVET).

*A.: What events have you been following lately?*

*K.:* As project manager of the TVET Project, or Mobile Skills as we call it at DVV International, I am continuously in contact with the Department of Technical Vocational Education (DVET) of the Ministry of Education and Sports. Last January 2017 we organized the Sharing and Learning workshop on Non-Formal Vocational Training Courses. During the meeting we exchanged experiences and methods used; discussed on the lessons learns and what to improve in the future, from ensuring the participation of women group and trainings for trainers and administrative officers. Beside the TVET project, I am supporting the CLC (Community Learning Centres) project when it comes to organizing trainings on life skills and keeping contact with the National University of Laos (NUOL). In fact, at the moment we are working with NUOL for integrating Life Long Learning into curricula. Last February I also attended the annual German Language Competition hosted by the German Faculty at the NUOL.

*A.: Can you give us some feedback about the TVET*

*project?*

*K.:* The concept behind the TVET project was developed in consultation with GIZ, DVET and DVV International in 2010. The idea was to use the available infrastructure of formal IVET School at provincial level also for non-formal IVET courses. NFE courses were first implemented in Ban Sam

Sang, as pilot model; villages and training topics were selected in close cooperation with Provincial Education and Sports Services (PESS) and District Education and Sports Bureaus (DESB). In the IVET School are offered a various number of NFV Trainings, such as Electrical installation, construction, mushroom cultivation, food processing, motorcycle repair and frog and chicken raising. Activities are selected from the Village Development Committee and run usually from June throughout October. The analysis of past data (participants were interviewed in 2015) showed a good feedback and possibilities of future development through higher investments. However, a careful tracer study is needed. The project needs a lot of resource and there is a lack of funding from the government. That's why DVV International has contributed in this field. The trainings offered are useful and valuable for the life of the villages.

*A.: How do you see your project is developed?*

*K.:* Right now I think that the project is still needed, because the demand is still very high. As I mentioned earlier, there is a need of a tracer study, that's why between April and July 2017 DVV International is planning a Tracer Study on Mobile Skills, to gather quantitative data on the project. Of course, more cooperation and support from the government is one of our expected achievements, with both DNFE and Ministry of Labor, as well as more funding for the implementation of the project itself. The Tracer Study will be the key for reaching these objectives.

*A.: Thank you very much for your time. All the best with your projects.*



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## Handing-over Ceremony Publications for 2017 and Sharing and Learning Workshop

Wednesday, 18 January 2017, a Handing-Over ceremony took place in the premises of DVV International Regional Office. On that occasion, a motorbike, 2,500 calendars and 5,000 Diaries were handed over to the Department of Non-formal Education, providing some information about non-formal education in Laos, the region and globally.

“Education 2030: Sustainable Development Goal 4 - Quality Education for All” is the theme of this year’s calendar and diary. Both provide some basic information about non-formal education and present the seven targets as well as the three means of implementation of SDG 4. The calendar and the diary will be provided to provincial and district services for non-formal education and other constituencies of the Ministry of Education and Sports.

The Handing-over Ceremony attended by HE Vice-Minister Lytou Bouapao, German Ambassador Mr Michael Grau, Director General of DNFE Dr. Ka Saleumsouk and the Head of DVV International Regional Office, Mr Uwe Gartenschlaeger.

In the afternoon of the same day, a Sharing and Learning event brought together some 30 experts in non-formal education from Lao PDR. The event provided the opportunity for informal exchange about recent developments in Lifelong Learning in Lao PDR and the region. Two presentations were given:

- “Outcomes of the 5th International Conference on Language and Education: Sustainable Development through Multilingual Education”, Ms Kyungah Bang, UNESCO Bangkok
- “Using MLE approaches in NFE in Lao PDR”



## New Country Office in Cambodia

Around 35 representatives of Government, NGOs and development partners attended the official opening event of the new country office of DVV International in the Kingdom of Cambodia on February 7<sup>th</sup> in Phnom Penh.

On behalf of the Ministry of Education, Youth and Sports, His Excellency Under Secretary of State Heang Sine welcomed DVV International as valuable partner for the development of Non-Formal Education. Other speakers of the opening event included representatives of the UNESCO Delegation, the German Embassy and project partners of DVV International. Two voluntary teachers from the Kavet ethnic group shared insight of their work in Ratanakiri province, one of the most disadvantaged regions.

The event was followed by a planning workshop for DVV International’s strategy in the next years. Civil Society and Government partners identified the further improvement of the Community Learning Centers, more possibilities for networking and sharing and the need for capacity building especially for facilitators and management staff on the provincial and district level as the main challenges. It was also recommended to DVV International to support action research initiatives, which are relevant for advocating non-formal education, a widely neglected sector with less than 1% of the education budget.

DVV International’s new country director, Ms Vanna Peou shared with the partners her vision of a more coherent cooperation between government and civil society. She mentioned as well DVV International’s commitment to work on a deeper understanding of the concept of Lifelong Learning and Adult Learning and Education (ALE) as an important condition for the development of our sub-sector.



Vanna Peou  
Speaking at  
the Opening  
Event

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## Kavet girl and value of studying in Ratanakiri Province, Cambodia

*Kam Chuen Kayork*

Edited and translated by *Vansak Vay*  
Non-Timber Forest Products (NTFP)

I am Ngor Pleng, 14 years old and I am KAVET ethnic minority. I have 5 siblings including 3 boys and I am a third daughter.

Currently, I am a Kavet volunteer teacher and I teach at NA NGAM class at Lameuy'O village, Kok Lak commune in order to assist my community that wasn't able to attend in public school.

Ngor teaching  
Kavet  
language in the  
nighttime



In the past I can't read and write Kavet language because no NFE class existed at my farm group. I really wanted to go to study but I can't because it was very far from my cottage and road was difficult as well.

I was very hopeless in my mind because I didn't have an opportunity as other children in my village because I am a girl. I am a daughter that's why my parents don't give value to me for studying and I have to assist by doing the housework and farming in order to supporting my family's livelihood as daily need.

I had been met challenges when I sale agriculture products to KHMER and LAO in my community because I can't speak KHMER and LAO languages and especially I can't calculate when they buy my products.

I met many cases when the buyers bought my agricultural products and those buyers always cheat me because I can't calculate and speak with them.

Since 2013, NFE project of NTFP supported KHMER and KAVET classes in my village and at that time I decided to study with NFE class and I walked to the class in the nighttime around 300 meters from my house. Every night I spent 2 hours for my studying and I tries to study Kavet until finished the program after three years.

Now I can read and write with Kavet language as basic by using KHMER vowel and alphabet.

I decided to teach my community in order to help them in term of reading, writing and calculation. I taught my community in the nighttime and on the daytime I go to study at grad 6 public school at La Meuy village. So now all the businessmen in my community can't cheat me anymore.

***I am very happy to teach my community during the nighttime because they don't have an opportunity to go to public school which is far from their farm.***

***I think NFE program is very helpful for my community and me in term of studying; especially NFE class contributes to prevent traditional culture and improve my KHMER and KAVET language.***

Finally I wouldlike to thank to NTFP and DVV International that they always supported my community and I do hope my young generation and my community will able to read, write and calculate like me.

I wish to see DVV International and NTFP continue to support my community.

Ngor go to  
study at grad 6  
with public  
school



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## Sabaidee, Lao PDR!

*Carolin Radtke, Intern, DVV International Lao PDR*

'Welcome to the Family!' This was the warm and open hearted way my colleagues at DVV International in Lao PDR welcomed me when we had our first Lao lunch together. This heartily welcome as well as the cheerful and familiar atmosphere allowed me to feel as one of team and to feel at home in Laos quickly. Moreover, my internship wasn't just about to learn something about the work of DVV International in general and especially in Laos and Southeast Asia, but it was also about learning and experience the Lao culture and its traditions. Now, I know how much fun it is to play Pétanque after sharing a delicious home-made Lao lunch, how to make some delicious Lao food like Papaya salad and fresh vegetarian spring rolls and I experienced together with Lao people the impressive atmosphere when a hundred of people celebrate a 'Boun'

During my stay from August to November 2016 at DVV International's regional office South and Southeast Asia in Vientiane, I experienced the diverse daily office work of DVV International: project applications, administrative processes, budgeting, team coordination, communication and marketing, attending meetings and workshops, networking and cooperation, and so much more. Besides that, I learned so much about DVV's wide range of projects and working areas in Lao, like Community Learning Center (CLC) projects in the South, vocational trainings in the North and cooperation and consultation with other INGOs, agencies and the Lao Government and Ministries.

Due to the daily work, the meetings with other agencies and Lao partners as well as the exchange with my Lao colleagues and Uwe, I learnt a lot about the variety of Lao PDR and its society, its politics and in particular educational system. I got to know the country's situation, its well working areas but also its challenges and especially educational needs. I understand the general working mechanism of DVV International, focusing on the implementation level on macro-, meso-, and micro level and thereby always focusing on the people's needs. I discovered how challenging it can sometimes be to provide non-formal education in a country, where the relevance of non-formal education is not as high as I know it from my home country and at the same time I experienced that it sometimes just needs to be patient and let things grow. Due to all these experiences, I started to understand what it means to work in the field of development cooperation: I learnt once more how important it is not to focus on certain objectives and benchmarks, but to really understand and consider the people's needs and to help them to develop themselves to improve their living conditions.

Before I arrived in Lao and started my internship, I was already excited about non-formal education respectively adult education and I have been committed to the high importance of non-formal education. However, due to my stay in Lao PDR, I'm even more convinced how important it is to put all efforts in providing lifelong learning and education for all and how enriching it is to work in these field.

Thank you Laos, and especially Khopchai Lai Lai to DVV International office's team and each one of you, who made my stay in Lao PDR to such a great experience! Khopchai Lai Lai!



Visiting CLC in Simmano Village



Visiting CLC in Nong District with my Lao colleague

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## What is Adult Education?

UNESCO Institute for Lifelong Learning (UIL) published in September 2016 the Third Global report on Adult Learning and Education (GRALE III). The report provides an excellent overview about the current successes and challenges in our sector. DVV International Newsletter publishes some interesting findings in the upcoming issues.

We would like to start with some definitions about Adult Learning and Education (ALE). ALE is the global brand for what is mainly called Non-formal Education in Southeast Asia, or continuing education in some cases:

### The Definition of ALE used in GRALE III

**ALE (adult learning and education) encompasses all formal, non-formal and informal or incidental learning and continuing education (both general and vocational, and both theoretical and practical) undertaken by adults (as this term is defined in any one country).**

ALE participants will typically have concluded their initial education and training and then returned to some form of learning. But in all countries there will be young people and adults who did not have the opportunity to enroll in or complete school education by the age foreseen, and who participate in ALE programs, including those to equip them with literacy and basic skills or as a 'second chance' to gain recognized certificates.

The report shares as well some good examples from countries in defining ALE:

#### Azerbaijan

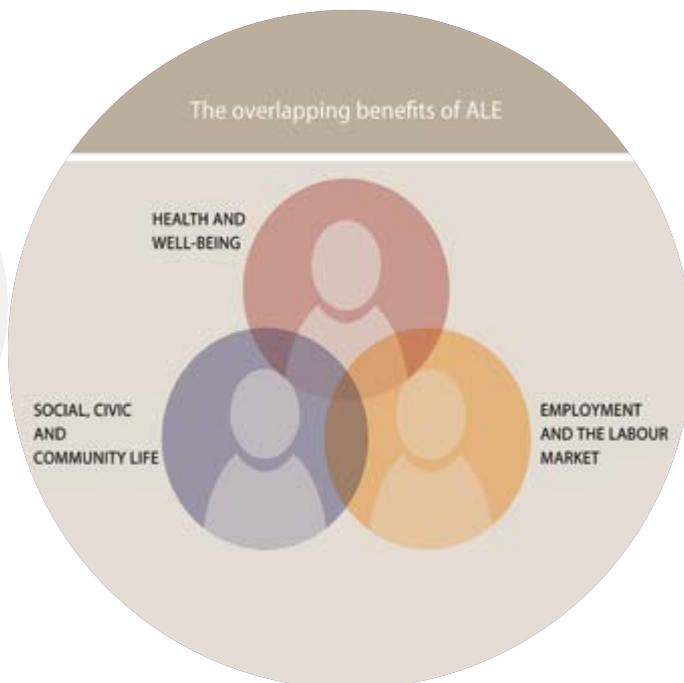
Adult education is a type of supplementary education, the purpose of which is to provide citizens with continuing education in line with the constant changes occurring in society and the economy.

#### Burkina Faso

The July 2007 Education Act does not draw a distinction between ALE and literacy. Literacy is defined as all education and training activities for young people and adults aimed at acquisition of basic skills in a given language and empowerment of learners. It is one element of non-formal education.

#### Colombia

Adult education refers to educational actions and processes organized to specifically address the needs and potential of persons who, due to a variety of circumstances, did not complete certain levels of public education at the usual ages, or persons who wish to improve their capabilities, enrich their



knowledge and improve their technical and professional skills.

#### Cuba

Adult education should be understood as a social process of ongoing education that takes into account the needs, motives and interests of a heterogeneous participant population.

The process of ALE in Cuba is inclusive and encompasses all the ways and routes through which education is delivered. Hence it includes formal, non-formal and informal education, through a system of relationships between the Ministry of Education and the different institutions and bodies that participate in Cuban society. The teaching and learning process in adult education takes place through a sub-system, in a complex process, with two essential conditions for its success: the bilateral relationship which is established between the learners and teachers (fundamental teaching support) and the use of appropriate teaching methods (methodological support).

#### Spain

The continuous and unfinished process of learning not confined to one particular educational model, context or time of life, which supposes the acquisition and improvement of relevant learning for personal, social and career development and enables individuals to adapt to dynamic and changing contexts.

*The whole report can be downloaded in English at <http://www.uil.unesco.org/system/files/grale-3.pdf>.*

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### Resourcing Non-formal Education

In most of the countries in South-East Asia, NFE lacks of sufficient funding. Both, governments and donor agencies prefer to spend money on formal education. How to change this situation? DVV International Newsletter Documents two good example from Tajikistan in Central Asia, where government is active in funding labor market oriented non-formal education and one from Pakistan, where JICA runs a successful project on non-formal Learning.

## The Adult Education Milestones in Tajikistan

*Qiyomiddin Miraliyon*, Candidate of Policy Science  
Member of Tajikistan Parliament

One of the key achievements of Tajikistan in the education sector is the Adult Education System (AES), which has been established with the active participation of governmental institutions.

The initial stage of the AES development was supported by the political will and was prioritized in the state policy. In 2012 the opening ceremony of the National Adult Education Center in Dushanbe was attended by the President of the Republic of Tajikistan, His Excellency Emomali Rahmon. Supported by the high officials the AES has started to flourish in Tajikistan in systematic way and it still has been in dynamic development till now.

Another milestone was the integration of the AES into the state policy on employment and education management system. The system was structured under the state employment system - as a structure of Ministry of Labor and Employment of the Republic of Tajikistan. Primarily the National Adult Education Center was established as governmental unit and later it expanded through its branches in the regions of Tajikistan. They supplemented the primary vocational schools and became self-sustainable through paid courses. At the same time the centers implement the social orders of the Local State Employment Centers to provide vocational short-term courses for unemployed.

This brings us to the sustainable development of the AES in Tajikistan, where the adult education centers have sufficient funding to function and expand services. Currently there are three funding sources: 1) budget funds, which allocated by the state employment management system to implement the social orders; 2) self-financing/paid courses implemented in cooperation with the private sector and based on the requirements of local labor market; and 3) international donor funds, which address the educational needs of vulnerable groups.

Last stage for the AES development in Tajikistan was the Law of the Republic of Tajikistan "About Adult Education", which was approved in October, 2016. It should be underlined that the draft Law was developed in several phases: a) review of current national legislation with regards on the adult education promotion; b) establishment of an expert group to draft the law document in collaboration with state actors; c) public discussions of the draft Law; d) circulation of the draft Law among the governmental institutions for comments and additions, and summarizing the recommendations; e) finalizing the draft Law and submission to and hearings among the members of the Tajik Parliament.



### Tajikistan

Country in Central Asia  
Capital: Dushanbe  
Population: 8.3 million  
Official language: Tajiki

Tajikistan is a country in Central Asia surrounded by Afghanistan, China, Kyrgyzstan and Uzbekistan.

Tajikistan ranks 133<sup>rd</sup> on the Human Development Index of the United Nations (2014), which includes 187 countries. Thus, Tajikistan is one of a group of countries with "medium-level human development".



Source

[www.dvv-international.de](http://www.dvv-international.de)  
[www.dvv-international.uz](http://www.dvv-international.uz)  
[www.cia.gov](http://www.cia.gov)

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## Inputs of Non-formal Educational in Pakistan

*Chiho Ohashi*

### JICA Advancing Quality Alternative Learning Project (AQAL), Pakistan

#### Question

1. *You are engaged in a non formal education program of JICA in Pakistan. Can you share with us the policy of JICA in relation to funding NFE programmes?*

JICA has worked in literacy and NFE in Afghanistan and Pakistan more than 10 years and there are many grass-roots intervention in the field of NFE such as library promotion in Laos, community based learning in Nepal and Japanese volunteers in the world who had worked for youth and adult learning at community development.

In 2015, JICA has developed a new position paper on Education based on the Japanese Government's education cooperation policy, and in line with SDGs and Education 2030, which more empathizes on 'Learning'. This paper can provide NFE sector clearer direction and commitment in the field of literacy, Lifeskills and YALE. Its vision is 'to ensure learning Continuity' which including pre-primary to higher education and literacy and NFE. This vision also promote maximizing cross-sector synergies, as JICA places 'learning continuity' at the center of the sustainable development framework.

In this paper, there are 4 focused areas of JICA's contribution, and one of them is Education for building inclusive and peaceful societies. JICA commits to education for socially and culturally vulnerable and disadvantaged populations, and provide NFE opportunities including literacy, life skills and alternative education programs in countries facing such education challenges as a high proportion of out-of-school children and adult illiteracy, in South Asian countries and others.

As said, JICA promote maximization of cross-sector synergies and in Pakistan, JICA has strategically make linkages among JICA's various projects with NFE project; i. e. livestock project in rural Sindh, gender project for home-based workers etc, Their target beneficiaries are rural-based / low income females who are same target of NFE. Through this cross-sector coordination, we are trying to making literacy and adult learning are NOT end goal of the project but foundation of socio-economic development as one of the components of other projects. This coordination is also benefit to our project as learning contents and outcomes are more contextualized and relevant to these learners day-to-day lives and outreach more people with limited funding.

2. *Recommendation to YALE community to gain more attention and resourcing*

I would like to share my own experience on NFE project in Pakistan. Before JICA has started its intervention in NFE in

new provinces, the governments and donors have hesitation and criticism in NFE, as they have not seen the tangible results/ outputs. In other word, governments and donors do not have confidence to invest in NFE sector. However, once JICA has started intervention and sensitize how NFE works for OOSC and socio-economic development, some provincial governments have re-started providing regular budget in NFE sector, and other donors such as USAID, UNICEF have started using NFE channel for their ALP program delivery and increased their interest in NFE especially outreaching to youth and adolescents.

This process also told that NFE/ YALE intervention need linkage and synergies. Provision of learning opportunity for youth and adults itself is not end goal, but foundation and means for socio-economic development. JICA has promote partnerships in NFE with various actors in Pakistan both with JICA projects, donors and NGOs. As a result, NFE project has gained more attention and valued by other stakeholders.



#### Pakistan

Country in South Asia  
Capital: Islamabad  
Population: 201 million  
Official languages: Urdu, English

Pakistan, officially the Islamic Republic of Pakistan, is a federal parliamentary republic in South Asia on crossroads of Central Asia and Western Asia. In Pakistan, more than 50 million people aged above 10 years are illiterate while the literacy rate is 58%. Access and quality of education is far behind of satisfactory level. 6.5 million Children are out of school and 40 % of students drop out before they reach grade 5 (primary completion).

Source  
[www.jica.go.jp](http://www.jica.go.jp), [www.cia.gov](http://www.cia.gov)

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## Community Learning Centres - providing lifelong learning opportunities to people in Thailand

*Parichart Yenjai, Office of the Non-Formal and Informal Education (ONIE), Thailand*

Today, everyone seems to cope with a rapidly changing modern society. What a person learns, or ought to learn in a lifetime, cannot be acquired through the formal education system alone. Society must provide a range of appropriate learning opportunities for all people throughout their lives. These learning interventions can be in the form of bridging programmes of formal, non-formal, and informal education, which have been identified as lifelong education in the National Education Act of B.E. 2542 (1999) – the National Education Reform Act in Thailand - to enable people to learn and develop throughout their lives and improve their quality of life. This lifelong learning concept has been identified in Goal 2 of Thailand's 12<sup>th</sup> National Economic and Social Development Plan - building and developing human's capacity in continuing lifelong learning through their whole lives under strong collaboration and cooperation from all sectors of society. This is well supported by the Non-Formal and Informal Education Act, of B.E. 2551 (2008) with the aim to promote continuing education/learning through the lifetime of people.

The Office of the Non-Formal and Informal Education (ONIE) is the main organisation under the Office of the Permanent Secretary, Ministry of Education, Thailand, that is responsible for providing, promoting, and supporting non-formal and informal education, in terms of lifelong learning, for 50 million out-of-school people. The work force (15-50 year olds) is a major target group for ONIE.

ONIE is organised in 16 divisions, or centres, under the central administration to promote and support the implementation of non-formal and informal education and activities. It works in 77 provinces and runs 1021 district non-formal and informal education centres across the country. ONIE also works in

subdistricts where each has at least one community learning centre (CLC) that serves as a lifelong learning hub. In all, it operates over 7000 such centres in the sub districts.

The community learning centres are multi-dimensional. The following are a few examples of the different roles the CLCs play in communities –

1. Centre for Sufficiency Economy and New Theory Farming Promotion (a theory of the late King Bhumibol Adulyadej of Thailand, focused on a method of development based on moderation, prudence, and social immunity) - to promote learning processes and disseminate knowledge.
2. Centre for Democracy Promotion and Development – to create correct learning and understanding of rights and duties in a constitutional democracy and promote people's participation in politics.
3. Community Digital Centre - to enable people to access various kinds of information through the internet.
4. Community Lifelong Learning Centre - to promote and support the provision of quality non-formal and informal education in line with education policies based on community contexts; to mobilise community resources to help in the learning process and conduct learning activities.

ONIE provides a number of services and activities in the form of non-formal and informal education, such as literacy, basic education, and continuing education comprising of education for life skills, skill development, and education for social and community development. These services are provided in public libraries, community book houses, science centres for education, educational radio and television programmes, etc. In this regard, community learning centres act as a key mechanism for providing people with lifelong learning opportunities to enhance their capabilities and improve their quality of life.

Having said this, the real growth and development of ONIE's major target group - the work force (15-50 year olds) – has not yet been successful. To respond to the development of the work force in Thailand and to enable lifelong opportunities for all, ONIE advocates for the development and implementation of a Lifelong Education Act as a key legal mechanism for ensuring lifelong learning for all. The Act is currently being debated and deliberated in the parliament. If it is approved by the cabinet, it will positively influence the provisioning of lifelong learning in the country and contribute to the government's goals of vision, stability, and sustainability.



## Interesting

### Important Website in region

[www.aspbae.org](http://www.aspbae.org)

[www.pria.org](http://www.pria.org)

[www.seameocell.org](http://www.seameocell.org)

### Interesting publications

Adult Education and Development

AED 83: Skills and Competencies

AED 82: Global Citizenship Education

AED 81: Communities

AED 80: Post 2015

### International Perspectives in Adult Education

IPE 76: Refugees: A challenge for adult education

IPE 75: Agenda - 2030 - Education and Lifelong Learning in the Sustainable Development Goals

IPE 74: 21<sup>st</sup> Century Mass Graves - Proceeding of the International Conference Tbilisi, Georgia

IPE 73: Digital Adult Education - A Key to Global Development?

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### Newsletters

The ASPBAE Bulletin access via [www.aspbae.org](http://www.aspbae.org)

NEXUS - access via [www.uil.unesco.org](http://www.uil.unesco.org)

Voice Rising - access via [www.icae2.org](http://www.icae2.org)

Education Policy Matters - via [www.unescobkk.org](http://www.unescobkk.org)

### New Publication

DVV International Impact Report 2009-2015

Sharing for Learning in Lao PDR: DVV International Engaged in Lifelong Learning for Sustainable Development in Asia Pacific

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