

Newsletter

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



No3.2015

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Editorial

Dear Reader,

The last months were very busy for all educators. On the global level, the work on the new Sustainable Development Goals (SDGs) was finalized. After the World Education Forum in May in Incheon, South Korea, the Education community celebrated the success of a new, inclusive SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. For the first time, all aspects of the education system are recognized and valued: Early childhood education, school, vocational education, higher education and non-formal education. This is good news for all of us working in non-formal youth and adult education! During the next months, we should be alert and advocate for the implementation of this agenda into national policy and donor strategies. It will be essential that the global goal will be accompanied now by targets and indicators, which can measure not only school attendance or investment into TVET, but as well the resources available for NFE or the percentage of people participating in NFE.

The last months were busy for NFE in Lao PDR, too. I would like to use the opportunity to congratulate our partner, the Ministry for Education and Sports and the Department for Non-Formal Education on the celebration of the completion of the primary education equivalency program, which took place 28 August at the highest possible level. We were very glad to hear on this occasion the commitment of H.E Phankham VIPHAVANH, Deputy Prime-Minister, Minister of Education and Sports to promote a policy of Lifelong Learning in Lao PDR. Another important milestone is the finalizing of the new Education Sector Development Plan (ESDP) for the period 2016-20. DVV International took the opportunity to comment on the sub-sector plan for NFE.

Last, but not least, we had a couple of busy month in our Regional office. We are preparing for a number of exciting events for the upcoming period: A workshop on the concept of soft skills with our India based partner PRIA, an exchange workshop on Community Learning Centers (CLCs) and the beginning of our training program for master trainers in NFE. We gave a farewell to our intern Ms Kata Fodor, whose report you can find in this newsletter and welcomed our new intern from Germany, Ms Carolin Koerner.

I hope you will find some interesting material in this Newsletter and keep on supporting NFE!

Yours sincerely

Uwe Gartenschlaeger
Regional Director
DVV International, Southeast Asia

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Declaration of National Completion of Primary Education Equivalence Program

Speech of H.E Choummaly Xayasone, General Secretary of the Executive Central Committee of Lao People's Democratic Revolutionary Party, President of the Lao PDR

Honored Monks,
Distinguished Guests within the country and International,
Dear Lao Compatriots,

Throughout the evolved process of teaching and learning particularly the teaching and learning of Non-Formal Education in our country it has been faced with multi faceted confrontations inclusive of opportunities, difficulties and diversified challenges. Under the supervision of the Party and the Government, and due to the responsibilities of all parties concerned in society and budget support from the Government and International Organizations, up to today the Party –Government and Lao ethnic people have been very proud and honored of the good performance of education particularly of Non-Formal Education from which the Lao population has completed the primary education equivalence program.

On behalf of the President of the Lao People's Democratic Republic, I declare to the parents, Lao people compatriots throughout the country, Lao people living overseas, International Organizations and all the countries around the world that: the Lao People's Democratic Republic has achieved the Millennium Development Goals (target 2) along with the International Education Target.

Taking into account today's significant ceremony as well as the hours and minutes as a meaningful event, I officially declare the national Completion of Primary Education Equivalence Program from now on.

Thank you.

*Speech held at the Meeting Ceremony on Declaration of National Completion of Primary Education Equivalence Program
At National Convention Hall, Vientiane Capital, 28th August 2015*



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Declaration of National Completion of Primary Education Equivalence Program

Speech of H.E Phanham Viphavanh

Deputy Prime-Minister, Minister of Education and Sports

Honored Monks,

H.E Choummaly Xayasone, General Secretary of the Executive Committee of the Central Party, President of the Lao People's Democratic Republic,
Distinguished Leaders of the Party and the Government.
Distinguished Guests within the country and International,
Ladies and Gentlemen,

On behalf of the Leadership of the Education and Sport Sector, I would like to report on the completion of the primary education equivalence program nation wide at today's significant and meaningful meeting ceremony with the following summary:

Lao PDR is one among the 193 countries in the world which is an independent country, being a state member of the United Nations.

Lao PDR is geographically located in the middle of the South East Asia countries, with 17 Provinces and one Capital city, 236,800 km² as overall area, with a population of 6,809,054 of which 3,405,090 are female and 3,403,964 males.

Population from 0-14 years old: 2,514,287 persons.

Population from 15-44 years old: 3,168,658 persons and above 45 years old: 1,126,105 persons.

The yearly population growth: 2%.

The natural characteristic of the country is a more mountainous landscape with abundant natural resources. The Lao ethnic people are living in a more scattered way throughout the country, their living condition is more reliant on nature with an inherited old belief tradition among Lao ethnic people from some poorer areas with lower levels of education. All of these become obstacles for national socio-economic development as well as for the development of education particularly the teaching and learning of Non-Formal Education: Firstly the eradication of illiteracy and upgrading of primary education equivalence program for the Lao ethnic people.

Lao PDR is one among the countries with rapid growth on GDP if compared with countries in the region, in the year 2013-2014 Lao GDP growth was 7.8%, GDP per capita was USD 1,671; Lao PDR became an ASEAN member in the year 1997, a WTO member in the year 2013 and will be a member of the AEC at the end of the year 2015.

Lao PDR has a unified education system which comprises formal education and non-formal education which in parallel

work side by side at each grade and level, with equivalence meaning in terms of curricula and accreditation.

The Lao national education system has been divided into levels and grades, starting from early childhood education to higher education and compulsory primary education for all Lao ethnic school aged children from 6 years old as stipulated in the upgraded education law (2007).

Before the year 1975, the country has been divided into two zones: education in liberated zone known as Lao national patriotic front and education in Vientiane zone.

In the liberated zone, there were formal education and non formal education (literacy), but ethnic Lao people had less opportunity to access to the education, because most of them had a duty in combating the enemies like international imperialists so as to liberate the country.

The party and revolutionary administration authority had made an effort to create an opportunity and raise awareness of staff and ethnic people in learning to be able to read and write contributing to the teaching and learning of the literacy program. At the end they were able to create three pilot models on literacy for staff and people from 15-45 years old in three villages of Huaphanh province and 5 villages in Xiengkhouang province in 1967. The eradication of literacy and upgrading of education had therefore been expanded further.

After the country had been liberated and proclaimed as the Lao People Democratic Republic on 2nd December 1975, the Party and the Government has a clear policy and give an important role on formal and non-formal education particularly on the eradication of illiteracy and upgrading of education to the staff, army, police and ethnic people throughout the



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country as to have their level of education being gradually upgraded.

The Prime Minister's Decree no.08/PM, dated 14th January 1976 related to the improvement and expansion of the literacy and upgrading of education was issued, with a focus on

urgently eradicating the illiteracy and upgrading of education to Lao ethnic people from 15-45 years old.

Based on the above mentioned decree, the education sector has implemented planning for the teaching and learning related to the eradication of illiteracy and upgrading of education with an enthusiastic

ambiance and continued process. Since the 2nd May

1979, the province of Huaphan has declared eradicated of illiteracy throughout the province, from that day and up to December 1984 we have officially declared national eradication of illiteracy by H.E Souphanouvong, President of Lao PDR, with literate persons counted to 755,768 persons.

From that day, referring to the real situation the Prime Minister has issued the Decree No. 62/PM dated 8th August 1992, on the continuation in solving the problem originated from the re-illiterate as to really complete the literacy. In order to put into action this decree, the Party, provincial administrative authorities, as well as at districts and villages level, the education sector as a whole has continued the teaching and learning for the eradication of illiteracy for the poor people who were still illiterate or re-illiterate, in concern with the upgrading of primary education equivalence program in a more continuous, wider and enthusiastic way.

Education for All was opened in Jomtien, Thailand in 1990 with a statement that all the countries in the world must provide basic education for all.

In the year 2000, a meeting was organized on education in Dakar, Capital of Senegal and a statement was issued on strategic targets on education for the year 2015: across the world, universal primary education must be achieved. In order

to achieve these targets, the education sector has established the **National Education for all plan of Action 2003-2015, (NEFA-PA)** approved by the Government in the year 2005. It has been incorporated into the objectives and targets of the **National Growth and Poverty Eradication Strategy (NGPES)**, as well as in the objectives of the **Millennium Development Goals (MDG's) for 2015**.

In order to achieve the targets of the NEFA-PA, and the targets of the MDG's, the Ministry of Education and Sport has implemented the Education Reform Strategy related to the formal and non formal education.

For non-formal education, we have continuously improved the teaching and learning curriculum, appropriate teaching and learning related to the model, sequence, steps and methodology. It is also relevant to the actual context of the specific area of the learners, to the life conditions of the Lao ethnic people with a mixed learning and upgrading of education with basic vocational training program, as to keep it more relevant to the benefits and the quality of life condition being gradually improved, focusing the teaching and learning at the Community Learning Center (CLC), at the school or the appropriate village local hall and organized the learning on Saturdays and Sundays.

Aligned with the National Education Reform Strategy (NERS), particularly the reform of non-formal education, we have continuously proceeded the teaching and learning on upgrading education in parallel with basic vocational training program to the people in relevance to the specific context of each learning area.

Due to the responsibilities of the Party Committee, local administrative authorities as well as public and private organizations of all parties concerned of the society, further to the tireless effort, the motivation, the interest in learning and knowing of the learners, as well as budget support from the Government, Development Partners, International Organizations, including of the Non-Profit Organization and International Non-Government Organizations (INGOs), and during the implementation phase of the above said learning and teaching processes, and following the actual monitoring and evaluation, we have concluded that the target groups have completed the agreed program of the MOES. Each province and Vientiane Capital are able to organize the ceremony on completion of primary education equivalence program; among them Vientiane Capital is the first to declare the completion of primary education equivalence program on 03/06/10. In 2011: Champassack province; In 2012: Xiengkhouang Province; In 2013: Oudomxay, Louang Prabang, Louang Nam Tha, Borikhamxay, Xayaboury, Bokeo and Houphanh provinces; In 2014: Saravanh, Attapeu,



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Khammouane, Sekong, Savannakhet, and Vientiane Province; and in 2015: Phongsaly and Xaysomboun which is the latest province in officially organizing the ceremony and declaring on 12/06/2015.

Today the target group of population from 15-45 years old are literate to the number of 942,018 persons with 527,898 female and 414,120 male. Those who completed the primary education equivalence program were 640,743 person: 338,739 female and 302,004 male.

In conclusion, the teaching and learning process on upgrading the education to Lao ethnic people target group from 15-45 years old, as to keep them to complete the primary education equivalence program has been achieved, therefore, we can announce that the Lao ethnic people throughout the country has the primary education equivalence program level; consequently, we can declare that Lao PDR has achieved the MDG's (goal 2).

Following up this good achievement, we have further continued without disruption to support the teaching and learning of the lower secondary education equivalence and upper secondary education equivalence program. Until now we have 45 districts which have been completed the lower secondary education equivalence program throughout the districts and only one province has already declared the completion of lower secondary education equivalence program as a whole province, officially on 27/02/2015;

Distinguished guests,
Referring to the overall directive of the development in the future with the new conditions namely beyond 2015, it will be continued as sustainable development and lifelong learning; therefore, in Lao PDR, we will continue our development through this direction on sustainable development and lifelong learning with a focus on Lower secondary education as compulsory education.

Consequently, the teaching and learning for our population on non-formal education must be on a regular and normally based with the re-entering program of those who are dropped out from and not completed the primary education pursuing this program by giving support to them as to complete primary education, then complete the secondary education and further support for more higher level as possible.

It is necessary to teach them with knowledge and certain skills in order to get a stable job, as to be able to further use their

acquired knowledge and skills as to improve their life condition, contributing to the national socio-economic development as to be gradually more flourishing.

What I have been reported, is a basic achievement related to the completion of the primary education equivalence program country wide as well as further provision of education to Lao ethnic population in the future.



Distinguished Guests, Ladies and Gentlemen,

In this memorial ceremony, on behalf of the Leader of the Education and Sport sector I would like to express our sincere thanks and respectfully, highly appreciate the Party and the Government who have intentionally supervised the development of the education as to make it advanced.

I would like to express my sincere thank to the public, society and private organizations as well as individuals, international organizations and Development Partners who have given and giving support in the education development and I do wish to have further cooperation and support on the next steps

I would like to conclude my report on this moment (Thank You).

On behalf of the President of the Lao People's Democratic Republic I declare to the parents, Lao people, compatriots throughout the country, Lao people living overseas, International Organizations and all the countries around the world: the Lao People's Democratic Republic has achieved the Millennium Development Goal (target 2) along with the International Education Target.

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Speech held at the Meeting Ceremony on Declaration of National Completion of Primary Education Equivalence Program

Vientiane Capital, 28th August 2015

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National Consultative Workshop on strengthening the implementation and capacity of CLCs in Cambodia

Lay Vutha, NFE Coordinator, NEP Cambodia

Kata Fodor, Interm, DVV International in Vientiane



Participants
of the National
Consultative
Workshop on CLCs
in Cambodia

With the support of DVV International, the Cambodian NGO Education Partnership (NEP) conducted a National Consultative Workshop on strengthening the implementation of Community Learning Centers (CLC) to promote lifelong learning (LLL) and education for sustainable development (ESD) on June 4-5, 2015 at Kampong Thom Province. The workshop's main objectives were: (1) to identify the strategies of sustainable CLC implementation and development focusing specifically on implementation, access, and community participation to promote LLL and ESD, (2) to deepen the knowledge and understanding of the practices of CLC implementation of SVA (Shanti Volunteer Association), and (3) to contribute to the influencing of CLC policy formulation and recent CLC standard development in Cambodia.

The first part of the workshop was held in the Kampong Thom Provincial Office of Culture with the participation of representatives from more than 30 NGO members of NEP. The consultation was opened and chaired by Mr. Yeav Phalsay, representative of DNFE, Cambodian Ministry of Education, Youth and Sport (MoEYS), Mr. Chin Chanveasna, Executive Director of NEP, and Mr. Uwe Gartenschlaeger, Regional Director of DVV International. The presentations of the chairs covered important insights into the progress and challenges of Non-Formal Education policy implementation in Cambodia; the process of financial disbursement for CLCs, its challenges and recommendations for improvements; and provided educational examples of CLC implementation strategies and good practice from Europe. Participants were invited to integrate the results of the workshop in their individual work on community development and the promotion of life-long learning, giving a practical focus to the agenda with active knowledge-sharing and participation.

Some of the most important advantages of implementing CLCs were highlighted throughout the workshop. CLCs have the ability to provide a wide range of services outside the formal education sector (including to the marginalized and minority communities). They can assist local development by being cost efficient, and flexible enough to adapt to various circumstances regarding curricula, methods used, time tables and specific target groups. On the other hand, the workshop had an important contribution to bring forward significant challenges that prevent the majority of the CLCs constructed in Cambodia from working effectively. Financial independence and sustainability were among the most often

cited difficulties. A presented case study, based on interviews with 23 CLCs from 5 provinces, showed that 76% of the investigated CLCs are not involved in any kind of planning regarding their annual budgets as well as they do not submit financial or activity plans to provincial departments. This represents a clear lack of bottom-up approaches to planning, resulting in the CLCs waiting to be directed and having a budget allocated to them by the national department. On the other hand, community leaders and managers often report about the lack of information on approximate budgets available to CLC activities, in absence of which the design of a realistic plan becomes difficult.

Recommendations were made to strengthen the role and capacity of CLC managers in planning and setting up annual budgets for their centers and staff (including the hired trainers). The district (DoE) and province departments (PoE) can play a key role in the capacity building of these managers and in the quality assurance of their work. They should also ensure that the bulk buying of different equipment is eliminated on the national and provincial level, as all CLCs have varying needs in terms of trainers, teaching materials, machinery and other facilities. Needs and financial assessments should necessarily come from the community level. Following presentations, three smaller working groups were formed to discuss these challenges in detail and provide in-depth recommendations for future implementation. The broader discussion on challenges and opportunities was followed by presentations on individual case

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studies and programs. Three organizations shared experience and good practices on CLC implementation: Shanti Volunteer Association (SVA), Friends International, and World Vision - Cambodia. The sustainability of community learning centers was argued to be based on the empowerment of individuals, i.e. on the fostering of community members to build on their own skills, talents and power to create social change without constant external assistance. This was seen as an essential prerequisite for the financial sustainability of CLCs as well.

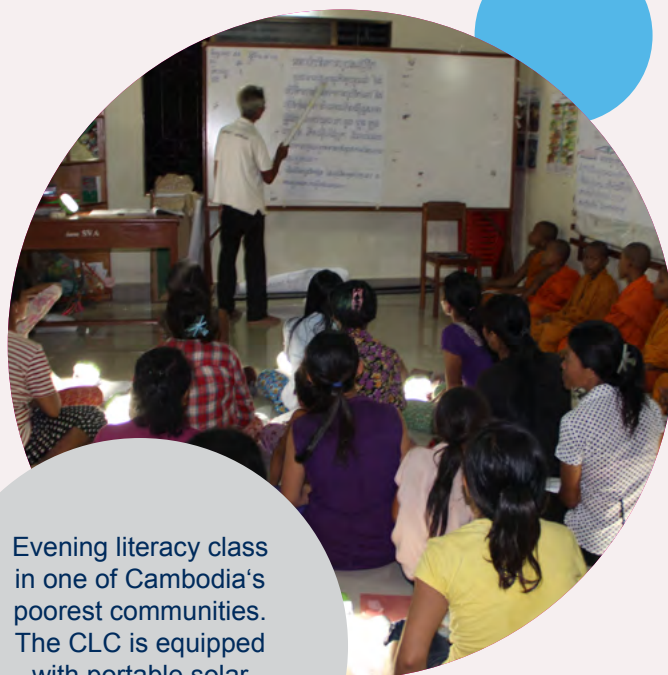
Friends International mainly works with urban youth who migrated from rural areas for better opportunities to support their families but ended up being unemployed and became vulnerable to violence and drug abuse. Important insights were drawn from the NGO's experience on how to apply a holistic approach to solve the problems of these youth, by also working directly with their families and communities, and by enabling them to gain life- and working skills to become a useful part of society again. World Vision - Cambodia introduced an individual example of how an educated farmer and chicken raiser can become a change-maker in a community by applying organic and innovative practices and thus preventing the loss of its livestock. Its example demonstrated the empowering effect of education not just for the individual but for a bigger community as well.

During the workshop, SVA not only introduced its practices and experiences about managing CLCs, but participants also had the chance to visit one of their CLCs in Kampong Svay district. SVA has a special focus on literacy classes, library-type of social education, and on training of trainers in different communities. For instance, in the beginning of a project, expert trainers are invited to teach volunteer farmers about organic and sustainable agricultural practices. They then have to teach their fellow farmers and communities in return, to establish and spread the right practices. These farmers are not paid for this activity, it is their increased social standing that the program tries to build upon, while highlight the importance of voluntary and self-motivated pursuit of new skills and knowledge.

SVA literacy classes and libraries focus primarily on issues and topics that are relevant in the villager's everyday life, e.g. maternal health, water-borne diseases, waste handling and disposal, and educational stories. Participants of the workshop had the opportunity to see one CLC working in real life, and to engage with the local community. Participants visited an evening literacy class, a farmers' training, a sports competition, as well as observed the CLC's library during "rush hours", when dozens of children and mothers read and socialize in the shady building or on the outside terrace.

This CLC represents a good example on how to involve participants in the establishment of such a center, not only considering its physical construction, but also the build-up of a fun, social meeting point, a place for learning and engagement. Overall, conclusions drawn from the introduced projects included the need to come up with a realistic and flexible plan considering the construction and functioning of the CLC, which can serve as a useful and comfortable place, where learning can also take place "by doing" things. It is very important to create a sense of ownership over the center from the very beginning of the planning process. Capacity building in this context means helping communities to realize their challenges as well as strengths and exact needs in order to be able to taught how to utilize external sources and funds available to them, and how to make these resources a sustainable part of the functioning of their communities.

Overall, the National Consultative Workshop was an excellent opportunity for NGOs of various types to learn from each other's experiences and plan the further steps for strengthening their work in their communities, as well as to influence CLC policy formulation and standards development on a national level.



Evening literacy class in one of Cambodia's poorest communities. The CLC is equipped with portable solar lights to enable reading and learning in the evenings.

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Work and Life in Lao PDR: Experiences of our intern Kata Fodor

As an intern, I came to Laos in May 2015 to work for DVV International for three months. It seems a short time but I feel I have covered a lot of ground and had the chance to gain a deeper insight into the meaning and significance of development and education in the region. Since DVV International works on all macro, meso and micro levels, it provides a really unique opportunity to engage in both top-down and bottom-up activities, and develop a holistic understanding of the challenges and opportunities involved.

In this report I would like to elaborate on some of the experiences that made my work in Laos especially remarkable and clearly shaped my view on educational development. Firstly I had the opportunity to co-train teachers with one of DVV's expert trainers in Luang Prabang, introducing methods of inclusive and participatory education. Beyond understanding the practicalities of methodological questions, the encounter with rural teachers gave a chance for sharing ideas on the implications of learning in their everyday life. Their stories were telling about pride and excitement to gain new knowledge and a thirst for self-development. This need for growing appeared as much a personal need as a necessity to take over responsibility for the development of the participants' own communities. Perhaps surprisingly to many, when learning about Maslow's well-known concept on the Hierarchy of Needs, we discovered that the underlying motivation of participants for teaching was that of self-actualization: enhancement of creativity, open-mindedness, and problem-solving. Self-actualization is the highest on Maslow's need pyramid, well above the so called 'basic human needs'.

This encounter showed me a very different picture from the consensually held Western view on the 'needs' of least-developed countries. While one could argue that the economics of survival (more productive agricultural systems, better wages, increased consumption) are of primary concern and should dominate both the national and international development agenda, on-the-ground needs appear not to be entirely confined to these. Development may indicate growth, but it goes far beyond that, encompassing education

(understood as a dialogical, transformative and cultural process), participation, identity, and freedom to shape one's own future. Coming from an environmental background from a 'developed' country, this realization was especially important to me, considering the First World's responsibility for its own development path, which drew heavily on the exploitation of nature and people both in First and Third World countries, contributing to the current global environmental crises.

Development and education for development are often associated with a concept of enhancing 'standard of living', by which we usually mean purchasing power and a level of material goods available. These, however, do not add up to a 'quality of life', as many Western societies are already realizing it. The difference is especially easy to notice in a country like Laos, built on a highly collective society, centered around spirituality and the unit of the family, and where trust and friendship play a central role in work relationships. It is also a country of vast natural resources providing, among others, forest products, hydro power and a great diversity of plants and animals that support the remarkably rich diet of Laotians. Encountering the underlying controversies between 'developed' and 'developing' reminded me of one of the well-known observations of ecologist Arne Naess, namely that the word 'developing' should be applied to all countries that fail to develop in an environmentally and socially sustainable and just way¹. Therefore,

1. Arne Naess, „Sustainable Development and Deep Ecology.“ In Ethics of Environment and Development: Global Challenge, International Response, ed. R.J. Engel and J.G. Engel. 87-96



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First World external agencies have to be especially careful when supporting development projects in the region not to replant the destructive seeds and elements of “our” way of thinking, but to support (to the best of our knowledge) a development path which is fair, culturally embedded and owned by the people living here. Being in a country of Buddhist tradition, one could, for instance, choose to follow the notion of ‘Right Livelihood’ (Samma-Ajiva), which is one of the elements of the eightfold path to enlightenment, based on correct action and the ethical principal of non-exploitation. It is regarded as the fundament of an ‘ideal society’.

The question of ownership came up in one of our field trips as well, when we visited rural Community Learning Centers in Nong and Sepon to understand how they are utilized by the local population and how they can be further developed. The centers were built partly from DVV support but it was important that the maintenance and activities taking place there are managed without external assistance, reflecting the ideas and needs of the villagers themselves. Governmental officials have also joined us, as it became clear that for their financial sustainability the Centers and their teachers and managers have to be supported by the common effort of locals and the state. Besides a monthly remuneration provided by the government, the CLC’s staff can also be supported by the local population through in-kind contributions, such as crops or workforce during the planting season. Naturally, these kinds of incentives may not appear in the country’s annual GNP, they, however, have important and synergic effects on local relationships of exchange, sense of

ownership, and increased cooperation in the community. It is therefore imperative to look at many different indicators of development when choosing its direction, and apply a flexible strategy that allows the local population to shape its agenda. CLCs are built to provide a space for community activities, adult learning, vocational trainings, and literacy classes, serving the need of remote populations for self-development and life skills enhancement. Since development (as defined above) is in fact an educational process, and education is a cultural process, it is essential to establish the role of external organizations in intervening in these processes, in advance. If intervention is found desirable by the local population as well, it is necessary for it to go both ways: not only from the donor to the recipient but also the other way around in a constructive and dialogical manner, with a willingness on the donor’s side to accommodate the recipients’ needs and understanding to its own structural and conceptual work. I think that here, even more than in Europe, one can see that education fundamentally determines what direction a country will take: investing more imagination in adult education and development is therefore important to find the golden mean between absolute blending into a globalized market-driven world and the forced preservation of an isolated culture in an increasingly interconnected society.

Many of my experiences gathered here allowed me to see certain challenges in their actual context, and helped me understand that every community is different, with varying needs, capabilities and levels of engagement. Therefore, it takes a great deal of practice, devoted attention, patience, as well as trial and error to find a solution with the community that meets the needs of the people, respects the environment and others, and is sustainable in the long run. In such a solution wealth enhancement can take place, built on the capacities of the people and their relationships. With this short remark I would like to encourage everyone devoted to these issues to engage in the work of DVV International, taking part in its endeavors for autonomous development in the region.



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Handing over of Shirts to the DNFE in Celebration of the 50th Anniversary of the International Literacy Day

On 2 September, a Handing Over ceremony took place at the premises of the Department for Non-Formal Education (DNFE) of the Ministry for Education and Sports. DVV International's Regional Director Mr Uwe Gartenschlaeger had the honor to present Polo- and T-shirts for the celebrations of the 50th Anniversary of the International Literacy Day. This year's slogan "Literacy and Sustainable Societies" stresses the importance of literate citizens for the development of countries and societies. At the occasion, Dr Ka Saleumsouk, Director General of the DNFE stressed the importance of a further development of non-formal education in Laos PDR and the development of an ambitious and consistent Lifelong Learning policy. DVV International is committed to support the Department in these efforts.



What is the International Literacy Day?

Literacy means the ability to read, write and understand simple texts related to livelihood as well on numeracy. Literacy requires continued reading, writing and numeracy. In many countries literacy programs are equivalent to the first 5 years of primary education.

In 1965 the World Conference of Ministers of Education on the Eradication of Illiteracy met in Tehran, Iran and recommended to celebrate the International Literacy Day. It was first celebrated on September 8, 1966. Celebrations of the International Literacy Day include specific themes each year. The international literacy day is an important day on the agenda of education to raise awareness of literacy. Literacy is a human right to help people to release from illiterate, poverty, sickness and to use knowledge for a better life, especially for the vulnerable. Literacy provides big chance to develop ourselves, our community, our society and our country. Globally the UNESCO the United Nations Educational, Scientific and Cultural Organization is responsible for the International Literacy Day.

Presently we are passed through the MDGs 2 "Achieve universal primary education" and preparing for the Sustainable development goal 4 "ensure inclusive and equitable equality education and promote lifelong learning opportunities for all". We have to help and support people to get the chance to learn and develop themselves in order to achieve a sustainable society and equality.



Interesting

Important Website in region

www.aspbae.org

www.pria.org

Interesting publications

Adult Education and Development

AED 79: Networking - Rio + 20 - Lifelong Learning

AED 80: Post 2015

AED 81: Communities

International Perspectives in Adult Education

IPE 69: Youth and Adult Education in Prisons

IPE 70: Research and Development in Adult Learning and Education in Hungary

IPE 71: Adult education in an interconnected world

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 - access via www.unescobkk.org

New Publication

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

At the Sunset of MDG and EFA: Lifelong Learning National Development and the Future

Sharing for Learning in Lao PDR: DVV International

Engaged in Lifelong Learning for Sustainable

Development in Asia Pacific

Education and life long learning for Sustainable

Development: Asia Pacific Consultation

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