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Newsletter

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



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Dear readers,

what a challenging year this has been! The pandemic has struck us by surprise and has had a considerable impact on our lives in Laos, Cambodia and the region – not even talking about other countries that have been affected much more.

Certainly, we learned a lot – because we had to learn. But learning is much than a duty, and this is the pretty about the provision of lifelong learning opportunities as manifested in the Sustainable Development Goal 4 as well as in the Lifelong Learning Decree in Lao PDR: It is also about the joy of learning. In some areas we struggle a lot when learning new things, but let us not forget that lifelong learning is not only a necessity (a fact which can certainly not be denied), but it is an opportunity for substantially widening our horizons. And in our particular case: To claim the attention for adult and non-formal education they actually deserve.

In the coming years, as we are now starting a new project phase both in Laos and Cambodia, we will definitely claim this attention. Not only by raising our voices loudly, but by producing good examples of how adult education can reach disadvantaged groups. A particular focus in the coming project phase will be on the role of women. Several studies have shown us that their access to education of any kind, especially in rural and remote areas, is limited or hardly existent. This is what needs to be changed!

DVV International can, of course, only play a small part in this, but we are confident that with a strong set of partners we can move forward together to create sustainable structures that one day do not rely on much outside support, but that work by themselves and meet the needs of the most vulnerable in terms of education.

I am sincerely looking forward to the work ahead. Even in difficult times – or let me say, especially in difficult times – let us promote the importance of adult and non-formal education together! And let us ensure that the divide between those who can afford education and those who cannot does not further increase in the times of the Pandemic!

With this objective in mind let me wish you a happy year 2021 and successful projects benefitting our countries and their peoples!

Warm regards
Johann Heilmann
Regional Director

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Futures of Education – What will the world look like in 2050?

Johann Heilmann, DVV International

It would certainly be interesting to be able to look to the future. What kind of life will we live in thirty years from now? How different will our country and the world be in 2050? On the other hand, it also makes our lives much more exciting not knowing what will happen tomorrow or in ten years. Nonetheless it is nice to have a vision of what we imagine the world and our surroundings to be like in the future. This is what a focus group of representatives from the Lao Non-Formal Education System did during a sharing and learning workshop of the Master Trainer group in the Non-Formal Education Centre (NFEDC).

The focus group discussion was part of a large UNESCO-led project which will ultimately result in the publication of a report designed to share a forward-looking vision of what education and learning might yet become and offer a policy agenda. It will be entitled “The Futures of Education: Learning to Become” and it will catalyze a global debate on how knowledge and learning can shape the future of humanity and the planet.

There is no doubt that with accelerated climate change the fragility of our planet is becoming more and more apparent. Persistent inequalities, social

fragmentation, and political extremism are bringing many societies to a point of crisis. Advances in digital communication, artificial intelligence, and biotechnology have great potential but also raise serious ethical and governance concerns, especially as promises of innovation and technological change have an uneven record of contributing to human flourishing. Yet, knowledge and learning are humanity’s greatest renewable resources for responding to challenges and inventing alternatives. And moreover, education does more than respond to a changing world. Education transforms the world.

Therefore, UNSECO called upon all stakeholders in the education sector worldwide to take part in the preparation of the envisaged report. DVV International and NFEDC did so by organizing a focus group with the Master Trainers, who were trained by DVV International and national and international partners between 2015 and 2017 in adult education theories and methodologies.

The focus group discussion was highly appreciated and enjoyed by all participants. In a first general round about a vision 2050, participants emphasized



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that in thirty years from now, there should be a world where all people, youths and adults, are creative citizens with good leadership skills. Education opportunities should be available for all, also in rural areas. Unity among people should be ensured, people should respect and care for each other and Lao culture should be maintained. Further hope was expressed that also disabled people will be fully accepted by society and in all spheres of life, in schools, in work places as well as in their families. In the case of Laos, members of the NFE family are hopeful that their country will be regarded as a developed one with a GDP as high as the currently industrialized countries. Concerns were raised about food security and the role of women. People agreed that measures have to be put in place that girls and women are strengthened and have equal rights and opportunities – not just on paper, but in reality.

In a second step, focus group members discussed the overall purpose of education 2050. The main points that arose were literacy for all and particularly support for people in rural and remote areas. Participants further emphasized the inclusive role of education and the importance of the permeability of the education system. Understandably, especially in times of Covid-19, people hoped for worldwide studying opportunities and expressed their desire that education supports the creativity of students and would allow all people to be self-sufficient.

Finally, the discussion centered around changes in what we learn, how we learn and where we learn in the future. Participants responded once again with interesting answers. They all agreed that the school system should focus on practice more than theory and that the concept of lifelong learning should be fully understood and implemented. This would, of course, imply that lifelong learning opportunities could be found all around us. Furthermore, education should be supported and promoted more widely in society by all stakeholders. Increased harmony and collaboration between schools and families should further enhance education to develop children as they grow. This also requires a changed mindset for children and their parents to realise the importance of education. Finally, there was agreement in the group that soft skills as started in some NFE and DVV projects should receive much greater attention than currently.

All in all, the discussion underlined that it is sometimes useful, interesting and enjoyable to not only focus on the next meeting, the next training or the next project, but to further look ahead. The results of the focus group discussion will now feed into the preparatory works of UNESCO for the “Futures of Education” report. We certainly look forward to the publication of the report and to contributing to a hopefully bright future of education in Lao PDR.

Special Interview: Opening up Community Learning Centers (CLC) in rural Lao PDR for Youth and Children

Dokkham Xomsihapanya
Interview by Dalouny Sisoulath

Please tell us about the background of the project

This second phase of the project is funded by the Kindermissionswerk Die "Sternsinger" and works exclusively with youth and children in the target villages in Nong and Sepon. It includes activities in 10 community learning centers. These activities are based on the needs of the community, and they develop their own action plans to be implemented in the centers of the Lao PDR: Vocational training appropriate to their area of expertise or practicing income-generating activities such as broom making. We also provide material that the village needs, such as toys for children, reading books for everyone, organized activities for children that the district and other units are responsible for.

What activities have you done in this project?

The main activities are:

- Vocational training in various fields required by the participants and other income generation activities
- Training exclusively with young people about how to do research to create a village map
- Life skills training for district partners and community learning center committees
- Cultural and sport exchange activities within villages and between villages
- Training people in charge of children aged 4 - 6 years in 10 community learning centers in Nong and Sepon
- Supply toys for children and youth in the target villages
- Coaching for different stakeholders such as: Non-formal education unit, district youth, district Women's Union, District agriculture,

district health and staff related project

- Monitoring and assistance from the Department of Education and Sport at provincial and national level with the project managers in Nong - Sepon district
- Study on the needs of the people in 10 villages / Community Learning Centers before the implementation of Phase 2
- Project Evaluation Phase 2 of the Year (2019-2020)

How does this project develop the community and who is the target group?

The project helps to develop many forms and groups of people, such as capacity building models for youth, women and children:

- Develop self-directed learning from the Community-Family-Peer-to-Peer Learning Center and lifelong learning
- Develop group working skills for youth and women
- Sustainability of the center board to work as a team
- Develop children's mobility in remote areas
- Strengthening livelihoods in rural areas, such as promotion of agricultural, livestock and health, etc.

We also look for ways to support them to find experienced and qualified trainers who are relevant to the subject areas of the village as well as the needs of the group, trainers come from within the district, from the province and from outside.

Why do you like to work in community development?

Because community development is a job that explores and is sensitive to the development of many aspects of the lives of people of all ethnic groups, especially people who live far away from



Our Project Manager
for Literacy and
Non-formal Education

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the city and have less education than the big cities. And again, the roads are uncomfortable, so all this is work to help people to access development and it also brings them to learning in various ways. And a development job is fun and learning between ourselves and communities in all aspects of race and ethnicity is like learning and sharing together. They know one thing, we know the second two thing. We help each other to empower them to learn what they lack.

We can gradually help them to learn about new media from the training, not only to know the alphabet, we exchange about all aspects integrated to make them stronger and help them to develop themselves step by step. When we see change for the better, we are happy.

So I like to help and share all the knowledge I have with the community, but still a lot needs to be done for the development in the future, which cannot be described here in full detail.

What are the challenges in project implementation?

Of course, there are also many challenges in the implementation of the project, because we adjust to developments within the project from time to

time. When we organize activities and we see something that was not appropriate, we adjusted according to the knowledge and ability of the local situation and had to coordinate with all parties and related departments, for example: in our last two projects, we focused on adult education, especially literacy, but found that learners and citizen are still illiterate. We also look for new ways how illiterate citizens can have a good part like others, so they must come to learn with literate people at the Children's or Youth Centers. When they saw them planting or raising animals, they immediately wanted to train, and we had to find the best way how to train the illiterate. Communication is also a challenging thing for everyone involved in the implementation of the project and there is also a lack of learning materials for the target groups, e.g. about vocational books or supplementary reading materials available at community learning centers. This project has conducted many different trainings altogether.

What do you want to do next for this project in the future to make it sustainable?

In my opinion, for it to be sustainable we need to further strengthen the district staff and the staff in charge of the community learning centers, encourage more income generation, marketing,

once they know how to be responsible for production. I think everything has the potential for sustainability. In addition, I think that another potential is to monitor and support the work of the village community learning center through the district community center as a facilitator in organizing activities.



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Youth Volunteers at Community Learning Centers in Cambodia

Vanna Peou, DVV International

DVV International has partnered with the Department of Management of the Youth Center, MoEYs. We provided soft skills training for young volunteers who have been sent 15 days to do volunteering at 10 community learning centers in 10 provinces such as in Phnom Penh, Kandal, Kampong Speu, Kampot, Kampong Chhnang, Prey Veng, Pursat, Battambang, Ratanakiri and Preah Vihear.

During the 15 days that the youth volunteers worked in the Community Learning Center, we observed that volunteers had many opportunities to express their abilities at school, bringing with them their skills and knowledge to help the Community Learning Center and people who come to receive services at the community learning center.

If we look at the time we spent working together in less than a year of piloting, we see that our vigor

came from the heart. Young people really understand the community because the community is a place to provide a lot of experience is invaluable, young people need advice, young people need to learn the solidity of the community, so we are happy and continue to do this until 2023.

For a short time, the young volunteers learned a lot from the work in the Community Learning Center, because the work in the school is focused only on study and theory, they have worked in the community learning center, they feel that there is a lot of work for them to do is to help the community who come to receive services and fulfill their obligations to help their community as well.

At the end of the 15-day volunteer work at the Community Learning Center, the youth volunteers are happy because they have achieved the expected achievement of the Community Learning

Center. In fact, Ms. Pech Rady, a young volunteer at the Palhal Community Learning Center in Preah Vihear Province, said, "We are very happy to be volunteering at the Palhal Community Learning Center.

Our expectation is to re-establish the Community Learning Center and to make the Community Learning Center clean, lively and participatory with the participation of all stakeholders".

Ms. Ghech Leakena, a young volunteer at the PratasLang Community Learning Center,



Our Country Director
in Cambodia Office



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said, "I am very happy to be involved in the development of the Community Learning Center, because I have met and worked with the Community Learning Center Committee they provided get guidance and training me every day, more over the people in the community are friendly and curious, and we find out about each other and together we went to the community to share knowledge on local sanitation to prevent COVID 19.

Mr. Prak Toeun, chair of the Community Learning Center in Kamptot Province, said, "The fact that DVV International in corporation with Youth Center to send two volunteers to work at my Community Learning Center is very useful, especially for young people to gain experience. By connecting himself to the community and also having the opportunity to help improve Community learning center. "

Under a one-year pilot project with the Center Management Department we are very happy to see the results of our one-year probationary period that we have worked together with satisfactory results. This is due to the efforts of leaders at all levels from the national level to the sub-national level, which makes all 20 young people work so hard that they forget to think that 15 days have expired. And not only are the young volunteers happy with their work, we look at the management of the 10 community learning centers that we have sent the young volunteers to work with, and the community there is warm and welcoming.

The presence of our young volunteers means that the work they do is really responsive to the needs of the Community Learning Center!!!

Video podcast: Adult learning and education in times of Covid-19

Community development and adult education in Laos

Somchit Phonevilai, Non-formal Education Development Centre

Laos has had very few cases of infected people. However, a curfew was imposed for several weeks. What did this lockdown mean for the village you are living in?

As you already know, Laos has had very few cases of infected people, there were only 19 people affected and now all of those infected people have recovered. I think the reason for why it was not very serious in Laos was because of the hot weather which doesn't provide suitable conditions for the virus to grow. Additionally another important reason is that the Lao government moved very quickly in response to the situation and I on behalf of the Lao people, would like to say a big thank you to the Prime Minister.

The Lao government announced a lockdown of the country to prevent the spread of the virus from other countries and imposed various measures to control the spread. Even though at that time Laos did not find anyone infected, the country still responded, preventing a bad outcome. The village I live in is Hardxaiykhao Village, Hardxaiyfong district, Vientiane Capital and I on behalf of the residents in the village we think the lockdown was the best thing to do at that time and we can see from the village's organization and residents in the village that they strictly followed the Prime Minister's notice.



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As a Non-Formal Education Development Center you are a central part of the village community. What kind of education and community services did you provide during the lockdown?

During the lockdown the Non-Formal Education Development Center my office and many other organizations in Laos were required to strictly follow the Prime Minister’s notice. Additionally my Center also had to follow the Minister of Education and Sport’s notice, which required that we had to schedule full time staffs to come to work at the office only two people at a time, per section. During that time work we used: What Sapp, Emails and Facebook Messenger... Teaching and Learning at my Center for Basic English in evening course we had to close but for the Literacy and Upgrading course held on the weekend, we still implemented it normally by using an online platform, which required teachers give questions to students and then student were able to send back their answer to the teacher via WhatApps. However, Laos as with many other countries in the world faced the COVID-19, - it of course slowed down the implementation of the Centers activities and also caused many problems, one of them being the price of the materials and food being much higher than normal. This can be seen especially with the need to wear a mask, so the Center with DVV International produced a video as to how to make a mask using cloth to prevent dust that can cause bad effects for our respiratory system in the short and long-term. We also produced a video as to how to making Compost Fertilizer using available raw materials available in our community by publishing them on the NFEDC YouTube Channel and Facebook page.

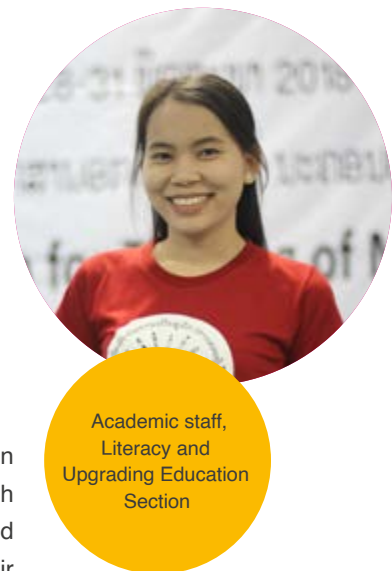
Your organization is actively involved in providing opportunities for school dropouts to upgrade their education. Which impact will the crisis have on their educational development?

There are many impacts from the crisis for adult educational development such as: not continuing their education, time lost for study, lost opportunities to attend physical activities to develop their skills and the worst was that many students only spent their time to playing games.

Overall assessment: What challenges and chances do you see arise from the crisis for adult education in Laos?

In my opinion I think from the crisis it has caused both challenges and opportunities for adult education in Laos such as:

- The challenges: Educational leaders and teachers have to think about and come up with new ways of using teaching and learning platforms especially online platforms, which means teachers, students and adult educators, have to develop themselves in how to use more technology for their education and their lives. We can see at that time Laos created the Ministry of Education and Sports Television channel to teach through the TV and one challenge is that parents should pay more attention in giving lessons to their children in using technology appropriately.
- The opportunities: Teachers, Students and adult educators have developed their abilities and knowledge about technology online, had more time for themselves and their families and learnt more about self-care.



Academic staff,
 Literacy and
 Upgrading Education
 Section



Activity during Training on preparing for online training course at NFEDC

Expert reflections: Even in times of COVID-19, you cannot wash your hands of ALE ... but it can provide space for reflection

Ichiro Miyazawa, UNESCO Bangkok

DVV International has asked experts, practitioners and opinion leaders from different regions of the world how they assess the position and task of Adult Learning and Education (ALE) during and after the Corona crisis.

Mr. Ichiro Miyazawa is a programme specialist in literacy and lifelong learning at the UNESCO Bangkok Office. For the last 20 years, he has been engaged in educational development for disadvantaged children and youth in Asian and African countries, such as Thailand, Indonesia, the Philippines, Myanmar, Bangladesh, Pakistan, Lao PDR, Tanzania and Kenya. He has been in the UN system (UNICEF and UNESCO) for the last 16 years.

What are the main functions of ALE institutions in the crisis?

1. Provide/disseminate people at communities with essential information and medical goods (where possible)

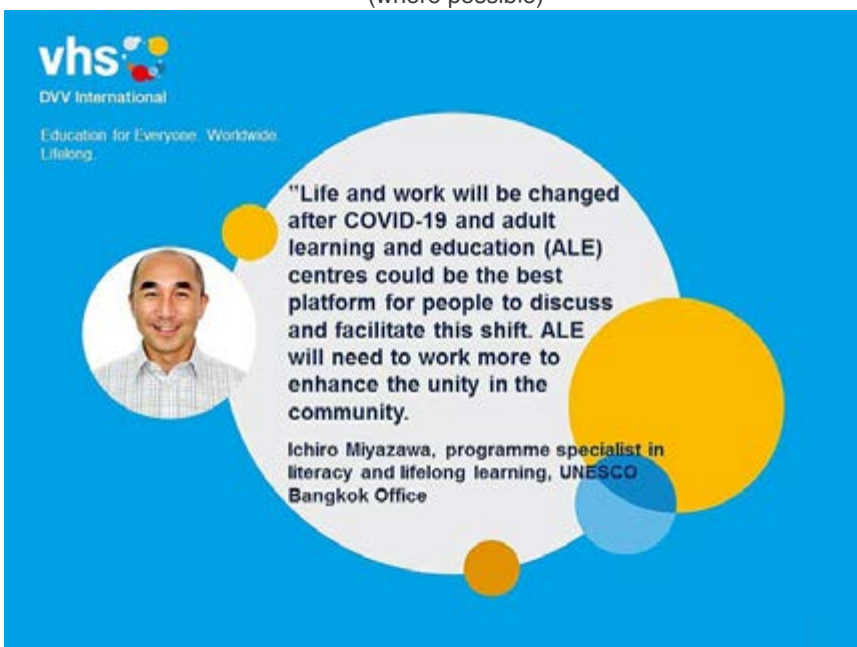
2. Encourage mutual supports in the community (finance, foods, and others)
3. Provide skills and income generation for Post COVID-19
4. Provide information on how to get social subsidy/supports by national or local governments
5. Become a platform to receive supports from companies, NGOs, as well as make a community recovery plan
6. Provide psychosocial support and ensure well-being of people in the community

Which shortcomings did the crisis highlight in the ALE sector?

1. Learning contents are not digitized yet
2. ALE centres are not well equipped with hardware and connected to fast internet
3. No special or extra budgets allocated to respond to the crisis

How will the COVID-19 crisis transform ALE and ALE providers?

1. ALE centres and ALE providers will become information centres for prevention, safety, psycho social support as well as information hub/centres of jobs, work and income generation
2. ALE providers are expected to set the information platform for skill development and lifelong learning at the national or regional level Education for Everyone. Worldwide. Lifelong.
3. ALE could connect more people with same interests and needs in the village for their communication and development. For example, line group/zoom meeting for exercise, agricultural products, sports, health, etc.



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What will be the main challenges for our societies after the crisis? And how can ALE contribute to manage them in an inclusive manner?

So many people will be jobless and lose income for several months or more. People who used to be in cities with jobs came back to rural areas and will stay for some time. They may need to start business online with resources in their areas. Life and work will be changed after COVID-19 and ALE/centres could be the best platform for people to discuss and facilitate this shift. ALE will facilitate community people/people who lost their job to make this crisis to an opportunity. ALE will need to work more to enhance the unity in the community.

The new normal - Working at Haus Buchenried in Germany

Pakou Lee Xaiyaxang, DVV International

Haus Buchenried is an adult education center, which belongs to the Volkshochschule (adult education centre) in Munich. It is located at an ideal spot in the middle of beautiful nature and nice views and right next to Lake Starnberg. People enjoy coming here for seminars as well as for their holidays. The centre offers lessons and trainings on many topics and for many different target groups such as (foreign) languages, communication skills, politics, yoga, music and other work-related areas, even planting and meditation skill.

During my one year working at Haus Buchenried, I manage to see the bigger picture of adult education, and I also took part in adult learning myself. I learnt to work with an international team, to overcome the challenges of living abroad, which was particularly challenging during the COVID 19 lockdown. After this the centre reopened and set up a “new normal”: a working program making sure that further COVID 19 infections are avoided. This “new normal” started from the small things in daily life: During working times everyone had to wash the hands many times for 20-30 seconds. Staff members divided their working time so that only 50 % of the staff was present each day, and every office allowed for one or two people only. Walking on the road, everyone had to obey a distance of about 1,5 to 2 m. When you went into an office or into a house, you had to wear a mask until you got out of the building again. Furthermore, a COVID 19 warning app was introduced.

The way of working also considerably as physical distancing had to be ensured at all times. All in all, only a few people did not respect and followed the rules.



Our Junior Project Officer



A success story or still a long way to go? Adult Learning and Education in Southeast Asia

Johann Heilmann, DVV International

DVV International Regional Office in Vientiane, Lao PDR together with DVV International Office in Cambodia and our partners Faculty of Education from the National University of Laos; SEAMEO CELLL in Vietnam; Faculty of Education from the Royal University of Phnom Penh; Faculty of Education from Chulalongkorn University in Bangkok developed a publication on the role of adult education within LLL in Southeast Asia. Here is an introduction of the publication and for full version can be download via <https://bit.ly/3qKE0dV>

The concept of lifelong learning (LLL) is certainly on the rise; this is also true for Southeast Asia where the governments of Laos and Cambodia recently adopted lifelong learning policies. LLL is the concept that shapes education in the 21st century and that acknowledges all learning outcomes and competencies in society. It moves away from the narrow traditional view of education – which only focusses on learning in formal institutions – to a notion that includes all forms of learning, regardless of where and how such knowledge and skills have been acquired.

systems. It serves as the most up-to-date normative instrument in the adult education sector.

In order to answer the above-mentioned questions and to assess the state of adult education in mainland Southeast Asia, DVV International conducted a research project in Thailand, Laos, Cambodia and Vietnam, with one partner from each country.

The project started with a research phase that mainly included the study of legal documents, available curricula and the plans of governments as well as interviews with stakeholders and experts. It was followed by two workshops which helped the parties to agree on a common framework and method of exchange for the research results. The project culminated in a publication published by Chulalongkorn University, which was subsequently launched in all four participating countries.

RALE Key domains:

- 1. Literacy and basic skills;**
- 2. continuing education and vocational skills; and**
- 3. liberal, popular and community education and citizenship skills.**

RALE Areas of action:

- 1. Develop ALE policies and programmes**
- 2. Improve the governance of ALE**
- 3. Increase funding for ALE**
- 4. Promote participation, inclusion and equity**
- 5. Improve the quality of ALE**

*



But in what way does Adult Learning and Education (ALE) benefit from it? Does it meet the criteria of the UNESCO Recommendation for Adult Learning and Education (RALE) in Southeast Asia? RALE defines the key domains of adult learning and education as well as five areas of action for member states to improve their adult education

Need for a common understanding of ALE

The publication, which included the research reports from all four countries, revealed interesting insights. It was striking that the term “adult education” was rarely used. On the one hand, this was known before, but during the research it became more evident that a common understanding of the term is essential for the promotion of adult education in the region. While in Vietnam the term “continuing education” is in frequent use, the other

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National launch of the study in Vientiane (Laos)

three countries mainly talk about “non-formal education”. All these terms are not identical to adult education. This is undoubtedly a strong argument for promoting a common understanding of adult education within the new ALE campaign, which has been developed by many adult education organisations worldwide under the guidance of DVV International and which will be officially released within the next few months.

Liberal and popular education still being neglected

Furthermore, all country studies highlighted the fact that the first two key domains defined in the UNESCO Recommendation are substantially covered in all four countries. Both literacy and basic education (domain 1) and vocational skills and continuing education (domain 2) receive comprehensive attention, while it had to be admitted that this attention actually differed from country to country. A difference could be detected between those countries with a higher economic status (Vietnam, Thailand) and those countries that are still struggling to leave their status as least developed countries (Laos, Cambodia).

Initiatives about the third domain, which includes areas such as liberal and popular education, citizenship skills and community education are,

however, a rare exception in all four countries. This comes as no surprise when looking at the constraints regarding any sort of public discourse in the target countries. In one-party states (Vietnam, Laos) or countries with strong (Cambodia) or increasing (Thailand) authoritarian tendencies it can certainly not be expected that a deficient adult education system will allow involvement of participants in open political debates. Yet, as trainings on soft skills are on the rise in some of the countries, a slow rapprochement can be witnessed with regard to the third domain as well.

The partners:

Main responsible partner in the project: Faculty of Lifelong Education from Chulalongkorn University in Bangkok (Thailand)

Further partners:

**Faculties of Education from the National University of Laos
Royal University of Phnom Penh (Cambodia)**

Centre for Lifelong Learning of the Southeast Asian Ministers Organisation (Vietnam)

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Too little financial and governmental support

Besides the three domains, the UNESCO Recommendation provides for five areas of action which were all in the spotlight in the country research as well. Starting with the deficiencies, all partners agreed that the area with the greatest challenges is undoubtedly the area of financing. Adult learning and education, non-formal education and continuing education are neglected to a large extent by national governments and development partners alike. Yet to be fair, there are a number of initiatives in each of the countries that very well deserve attention. This occasionally complicates matters as, in terms of the second area of action (governance), a number of different players in each country cover similar and sometimes overlapping fields. However, it can be seen that, especially in Vietnam and in Thailand, substantial progress has been made in recent years.

Vietnam: The concept of a lifelong learning society is already well-embedded and provides for a large number of Community Learning Centres at village level.

Thailand: The Office for Non-Formal and Informal Education (ONIE) provides a large number of Community Learning Centres with internet connection (WiFi).

The potentials of ALE for Southeast Asia

Furthermore, the development of foundational policies (first area of action) is a promising aspect in all countries, especially in Laos and Cambodia where lifelong learning will now serve as the basic principle of further developing education systems.

The concept of non-formal education practiced in Laos, Thailand and Cambodia particularly focusses on the most marginalized and vulnerable as target groups. This can be seen as a strong effort to meet the demands of the fourth area of action: inclusion and participation. In practice, there are still a lot of challenges which are largely caused by deficiencies in governance and a lack of financial support. Yet, in many instances it can be seen that public donors and development partners also focus on this area. Finally, adult education is also about quality (fifth area of action). While it was out of reach of the present publication to fully assess the quality of adult learning and education in the four participating countries, it was common understanding that quality largely depends on the quality of teachers and their personal engagement, especially in situations where there are shortages in terms of material, curricula and sometimes even basic buildings. Cooperation with the formal education system currently helps significantly in overcoming these shortages.

The way forward

The project undoubtedly produced valuable results. All participating organisations agreed that further research as well as further lobbying for the cause of adult learning and education is essential to ensure public responsibility and wider recognition of our objectives. In particular, the concept of lifelong learning offers a wide range of entry points in this regard. In Southeast Asia we can certainly not afford to miss out on these chances and we are hopeful that – despite shrinking education budgets as a consequence of the Covid-19 pandemic – there is an (even) brighter future for adult education. DVV International will continue to contribute to this future through its regional cooperation with the Asia South Pacific Association for Basic and Adult Education (ASPBAE) as well as through its country projects in Laos and Cambodia.



Community Learning Centre in the Nong District (Laos): Training on making banana snacks. The aim of the training is to generate income.

Management training Cycle

Beykham Saleumsouk, DVV International

DVV International, in partnership with the Department of Non-Formal Education, Ministry of Education and Sports, just completed the Management training cycle project which ran from November 2018-Oct 2020. A series of management trainings to provide capacity building to the NFE sector with around 40 participants from eight different provinces represented all levels of the NFE sector: Province, district and village. Most of them were directors of NFE Centers or CLCs, some additional participants were from the national level, representing NFE and NFEDC. A series of 6 module trainings was offered in a period of 2 years. The topics of the modules were:

1. Basic knowledge on the NFE sector and related concepts
2. Internal management and leadership skills;
3. Needs assessments and strategic planning;
4. Cooperation and networking;
5. Financial management; and
6. Monitoring and evaluation

The trainers' team came from DNFE, DVV and NFE Thailand.

The design of the training topics was based on the survey on NFE in Lao done together with DNFE. As a result of the survey, it was important that the capacity for managers to clearly understand NFE's roles and responsibility had to be a main area for sustainability of the centres and to be more productive.

By the end of the trainings, participants could not only equip themselves with the skills of those modules but could also become more proactive to identify their needs and take the necessary action with other stakeholders.



Our Project Manager
Capacity Development
and M&E Officer

Module	Topic	Date
Module 1	Basic knowledge on the NFE sector and related concepts	26-29 November 2018
Module 2	Internal management and leadership skills;	25-28 March 2019
Module 3	Needs assessments and strategic planning	28 Oct -1 Nov 2019
	Visit CLC, NFE district Center, NFE province and NFE PESS.	29 July-2 August 2019
Module 4&5	Cooperation & networking and Financial management	13-17 July 2020
Module 6	Monitoring and evaluation	26-30 October 2020



Interesting

Important Website in region

www.aspbae.org

www.pria.org

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AED 84: Inclusion and Diversity

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IPE 79(2019): The contribution of adult education to active participatory citizenship

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New Publications

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Soft Skills Training Manual for Facilitator

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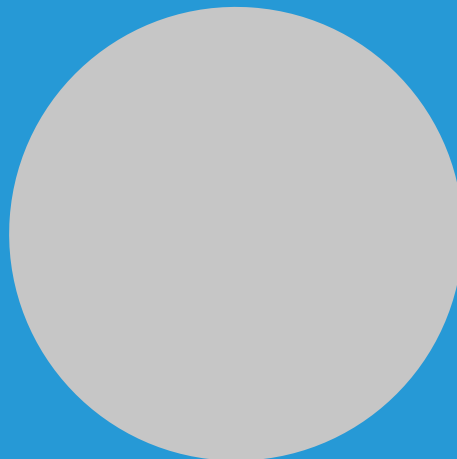
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