



NEEDS ASSESSMENT ON THE BARRIERS OF WOMEN TO NON- FORMAL AND ADULT EDUCATION IN LAO PDR

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25 January 2021

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1. INTRODUCTION

Background

- Women and girls constitute a large portion of NFE's target population
 - Women and girls in Lao PDR experience challenges to access all forms of education: 16.2% of women between 15 to 49 never attended school; 21.9% finished lower secondary education
 - NFE is currently offered at 18 Province Non-Formal Education Centres (PNFECs), 37 District Non-Formal Education Centres (DNFECs) and 342 Community Learning Centres (CLCs)
 - NFE in Laos is the responsibility of DNFE, MoES and focuses on equivalency programs as well as vocational training with the overall objective of improving livelihoods
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1. INTRODUCTION

Rationale

- Focus on women in DVV International's project phase starting from 2021
 - Supports Lao PDR's Education and Sports Sector Development Plan (ESSDP) 2021-2025
 - In line with recent project evaluation of DVV International's activities in Nong and Sepon Districts
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2. METHODOLOGY

Research questions

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



2. METHODOLOGY

Inception phase

- Desktop research & literature review
 - Interviews with 13 NFE stakeholders (6 women) in Vientiane, including staff from DVV International, DNFE and NFEDC as well as UNFPA
 - Selection of target areas: Bolikhamxay (Pakxan, Pakkading, Bolikhan) and Xiengkhuang (Pek, Kham, Nonghed)
 - Inception report submitted to DVV International with preliminary findings
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2. METHODOLOGY



2. METHODOLOGY

Target group	Locations	# of people	# of women	Ethnic makeup
Administrative stakeholders (PESS/DESB; PNFEC/DNFEC)	Pakxan PNFEC Pakkading DNFEC Phonsavanh PNFEC Kham DNFEC Nonghed DNFEC	47	25 (53.2%)	n/a
Current female students at PNFECs and DNFECs (5 to 10 per NFEC)	Pakxan PNFEC Pakkading DNFEC Phonsavanh PNFEC Kham DNFEC Nonghed DNFEC	39	31 (79.5%)	24 Laoloum (61.5%) 8 Hmong (20.5%) 4 Khmu (10.3%) 3 other groups (7.7%)
Communities with access to a CLC (CLC authorities and staff; village authorities)	Ban Bua Vengkham (Pakxan) Ban Yodgnem (Pek)	13	7 (53.8%)	n/a
Women who have access to a CLC (current, former and potential learners)	Ban Bua Vengkham (Pakxan) Ban Yodgnem (Pek)	19	19 (100%)	10 Hmong (52.6%) 9 Laoloum (47.4%)
Communities without access to a CLC	Ban Pamueang (Bolikhana) Ban Hasaykham (Pakkading) Ban Dokkham (Kham) Ban Kabo (Nonghed)	75	66 (88%)	38 Khmu (50.7%) 14 Laoloum (18.7%) 13 Pong (17.3%) 8 Hmong (10.7%) 2 unknown
Total		193	148 (76.7%)	

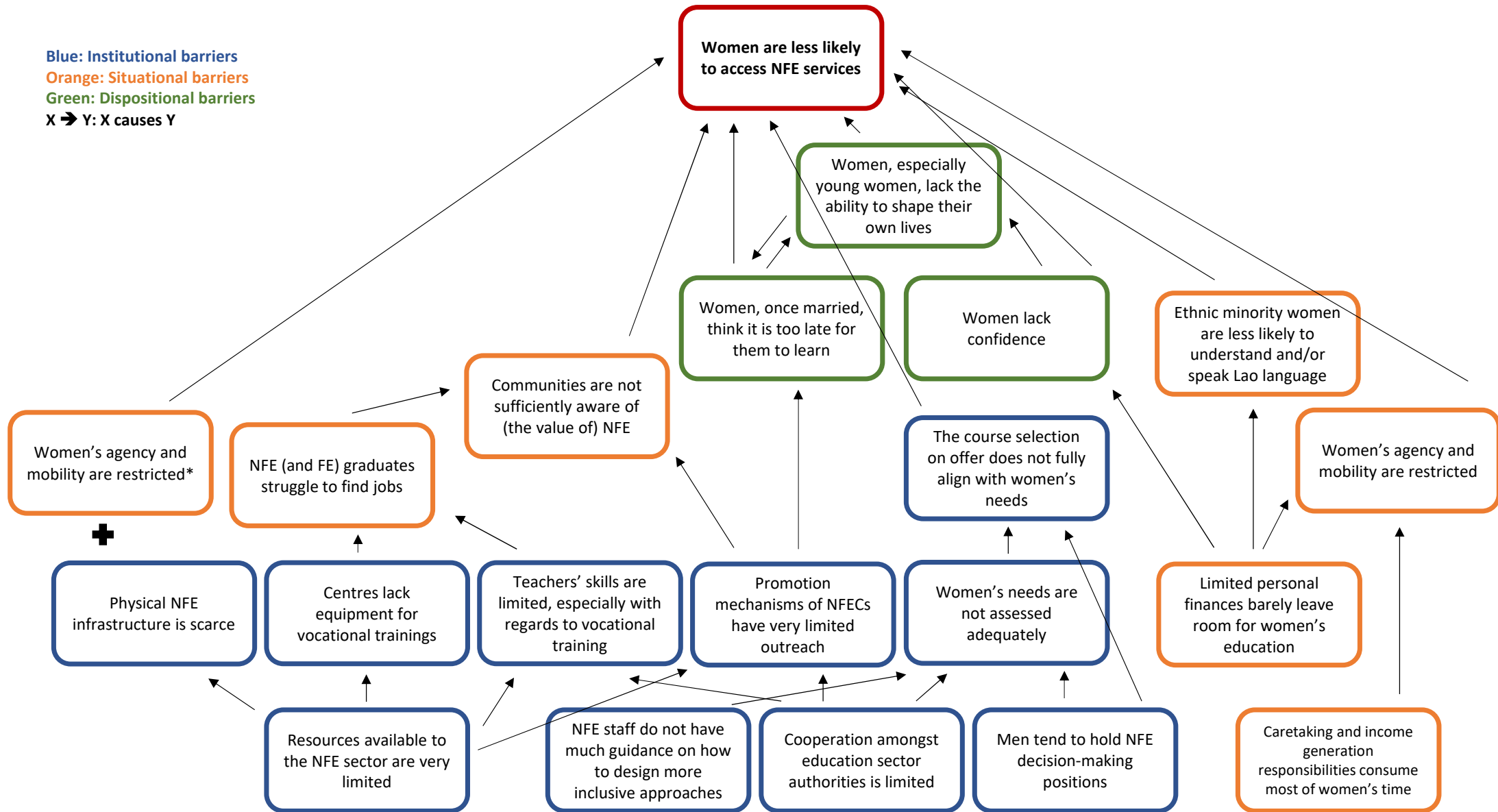
3. ANALYSIS

Barriers of women to access NFE in Lao PDR

- Used categorisation of adult learners' barriers by Cross (1981): institutional, situational and dispositional barriers
- Gender stereotypes and norms underlie the study and are not an explicit barrier
- Most of women's barriers to NFE also apply to girls' barriers to access or graduate from formal education



Blue: Institutional barriers
Orange: Situational barriers
Green: Dispositional barriers
X → Y: X causes Y





3. ANALYSIS

Proposed solutions & recommendations

- Conduct gender trainings with target communities and NFE staff
 - Formalise concrete actions to improve women's access to NFE, ALE and LLL
 - Improve promotion of NFE services to target communities and development partners
 - Offer soft and life skills trainings at NFECs
 - Assess local women's needs appropriately
 - Address women's needs accordingly
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3. ANALYSIS

Proposed solutions & recommendations

- Increase reach and number of Mobile Skills Trainings
 - Strengthen income generation focus of vocational trainings
 - Establish partnerships between NFECs and local businesses
 - Support women to attend NFE courses to completion
 - Connect NFE graduates with local and responsible microfinance providers
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4. CONCLUDING REMARKS

“I want knowledge, I want to learn”, woman in Ban Dokkham

“Education is important. When you have knowledge you take your knowledge with you. Nobody can take it away from you”, woman in Ban Yodngem