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Newsletter

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



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Special Issue:

Training of Master
Trainer on Non-formal
Education
in Lao PDR

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and Development

Why does Laos need Master Trainers in Non-Formal Education?



If you have ever taught a class of youth and adults in non-formal education, you will agree: it is somehow different! And it is not easy.

You work with people who have their own way of thinking, who are aware of their own interests, who have a lot to do in their families, in their workplace or on the rice field - and whom you hardly can force to learn.

In other words: trainers and facilitators in non-formal education need some additional skills and competences to fulfill their role effectively. A good school teacher is not automatically a good trainer for lifelong learning! Bad quality non-formal education results in high dropout rates and a lack of recognition and funding.

These were the fundamental thoughts, which motivated DVV International and the Department for Non-Formal Education to initiate a training cycle course for 35 experts to become Master Trainers in NFE. These Master Trainers from all regions of Lao PDR were invited to learn about the basic concepts, approaches and methods in youth and adult education to enable them to become professional, effective facilitators and to train other colleagues in their home provinces. We believe that it is not enough to be a decent expert in a specific topic, be it literacy, a certain profession or a language. But you need to understand, how you can transfer your knowledge effectively. As Confucius said:

**“Tell me something and I’ll forget it,
Show me something and maybe I’ll remember it,
Involve me and I will understand it“.**

The ancient wisdom tells us about the need to reflect carefully about the method of teaching, of including all senses and of involving the learner into the process. Just lecturing will not be enough! But it is more than only a question of learning techniques: As mentioned, NFE is dealing with youth and adults. We should be able to understand our learners, their needs and their

way of learning. Even more, we should accept them as partners in the learning process. “If the structure does not permit dialogue the structure must be changed”, said the famous Brazilian pedagogue Paulo Freire. This goes far beyond the traditional image of a teacher, who knows and a participant, who should learn.

Another crucial principle of non-formal education can be found in a quotation from Malcolm S Knowles, one of the founding father of andragogy, the art of teaching adults: “Adults are motivated to learn as they experience needs and interests that learning will satisfy.” Teaching non-formal education should always respect this: The learner decides, if he/she wants to learn, not the teacher. Not respecting this means that we will not be successful - the people will simply stop attending our classes.

By introducing these and several other concepts, the project tried to contribute to form a group of people who will be able to organize and implement effective learning processes in NFE, which will help youth and adults to receive the knowledge, skills and competences they need to improve their livelihood, raise additional income or receive some basic education and equivalency programs.

I would like to conclude with a quote from Albert Einstein, a famous physicist, who said:
Education is not the learning of facts, it’s rather the training of the mind to think

Uwe Gartenschlaeger
Regional Director
DVV International Southeast Asia



CURRICULUM GLOBALE - the global curriculum for teacher training in adult learning and education

Based on an article by Maja Avramovska and Tania Czerwinski:
Professionalisation in Adult Education: Curriculum globALE - the Global
Curriculum for Teacher Training in Adult Learning and Education (2016)

DEVELOPING CURRICULUM GLOBALE

Teaching children and supporting adults in their learning are two different things. They require specific and distinct trainings, preparation and knowledge. It is not enough for an adult educator to be prepared only about the subject he or she teaches: adult educators need to have good skills and expertise in adult education's techniques. For this reason UNESCO identified the improvement and professionalisation of trainings of adult educators as a critical task for the future in the Belém Framework for Action (2009), which represents the international commitment to strengthen Lifelong Learning and Adult Education all over the world. Thus, the training of adult educators started to play an important role within the Sustainable Development Goals (SDGs). Curriculum globALE was developed on the basis of these requirements in 2013 and revised in 2015. The German Institute for Adult Education, (DIE), was DVV International's partner to develop the curriculum. It aims to support the professionalisation of adult educators: it provides a common reference framework that can help in the design and implementation of train-the-trainer programmes.

CONTENTS AND PREREQUISITES

Curriculum globALE (CG) makes available a basic standard model, which can be adapted to local needs. This model has some fixed competences and learning outcomes that concerns all adult educators regardless of the country or setting in which they practise.

Curriculum globALE is organised in five core modules, plus an introductory module:

- **Module 0:** Introduction,
- **Module 1:** Approaching adult education,
- **Module 2:** Adult learning and adult teaching,
- **Module 3:** Communication and group dynamics in adult education,
- **Module 4:** Methods of adult education,
- **Module 5:** Planning, organisation and evaluation in adult education.

Additionally, there are some elective modules: participants can either expand the knowledge and skills acquired in the core modules, and/or acquire new knowledge and skills that concern a field or aspect relevant to their professional activity such as gender, peace education or climate change education.

BASED ON LOCAL NEEDS

Sustainability needs also to be ensured as part of the train-the-trainer concept. In order to do that, a curriculum must be localised and contextualised within the local needs and the existing context. It is important that the Curriculum globALE is adjusted to the needs, institutional and professional context of the country it is implemented. It needs to be integrated in the existing adult education system, to be in line with national policy and local demands and to cooperate on a regional level. Local stakeholders have to take care of these adaptation and assure involvement of government, international institutions and educational bodies. One of the first steps is providing a global curriculum such as Curriculum globALE in the local language. Curriculum globALE has therefore been translated into ten languages (Lao, Arabic, English, German, Albanian, Bosnian, Serbian, Macedonian, Russian and Spanish). Nowadays, Curriculum globALE has been implemented in several countries, such as Uzbekistan, Macedonia and Belarus in 2013-15 as pilot programme and Palestine, Cuba, Ukraine, Kosovo and Laos currently. It is hoped that in the future its implementation will enhance the preparation of professional trainers all around the world. ■



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Written by
Mrs Beykham
Saleumsouk

GLOCALIZATION.
International experience.
Local solutions.



Implementing Curriculum globALE in Lao PDR: the Training of Master Trainer

The implementation of the Curriculum globALE in Lao PDR has been possible through the Training of Master Trainer (ToMT) project. The ToMT plays a vital role in the capacity development of staff not merely regarding non-formal education but also in other sectors which are involved in adult education in Laos.

The basis for success:
A professional cooperation of the partners.

In fact, the project provides participants not only with technical skills, but also with a clear understanding of the meaning of Lifelong learning and the concept of andragogy.

A PROJECT BUILT ON NATIONAL AND INTERNATIONAL EXPERIENCE

The planning of the training was designed by a team of five experienced trainers, three international and two local ones, all specialised in adult education. Dr. Jose Robert Guevara, Associate Professor in International Development at RMIT's School of Global, Urban and Social Studies, Mrs Anita Borkar, Regional Coordinator of ASPBAE, Ms Ushio Miura, Programme Specialist at UNESCO Bangkok Office, Asia and Pacific Regional Bureau for Education, Mr Souphap Khounvixay, a Curriculum Development and Training Specialist from the Non-formal Department Center and Mrs Beykham Saleumsouk, Project Manager, Capacity Development and M&E Officer of DVV International. The combination of international and local expertise allowed the trainers team to design the training suitable to local context and based on local needs. The team was assisted by an Australian Vounteer , Ms Joanne Binns, an Education Project Support Officer. Prof Bruce Wilson from RMIT Melbourne is responsible for evaluation and research.

A MIXED GROUP OF 35 EXPERTS

Participants of the ToMT are mainly from the structures of the DNFE. There are also members of local organisations, such as Lao Women Union, Lao Youth Union and Vocational Skill Center and National University of Laos (NUOL). In addition, the project has been able to reach some people from civil society organisation such as Lao Disable Women Development Center and Huam Jai Asasamak Association, a local organisation focusing on volunteering. The total number of participants is 35 people, which include the participation of 18 women. Moreover the 60% of participants are trainer themselves. The group is a good mix of technical staff, who will be able to directly apply to their job the skills learnt, and decision making persons, who will influence their organisations throughout the support and enhancement of non-formal education.

MODIFIED FROM THEORY TO PRACTICE

The training programme developed by the trainers team was adopted using the Curriculum globALE (CG) as guideline. In fact, the CG provides a clear guidance on where to start in the setting up of the programme. It is also important to acknowledge that the CG has been shaped on the basis of the local context. As result, with regards to Lao culture and the reading habits of Lao, the training has been focused on practice rather than theory.



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Therefore, the training did not follow the sequence of CG and included some additional practical exercises.

5 MODULES IN 2 YEARS

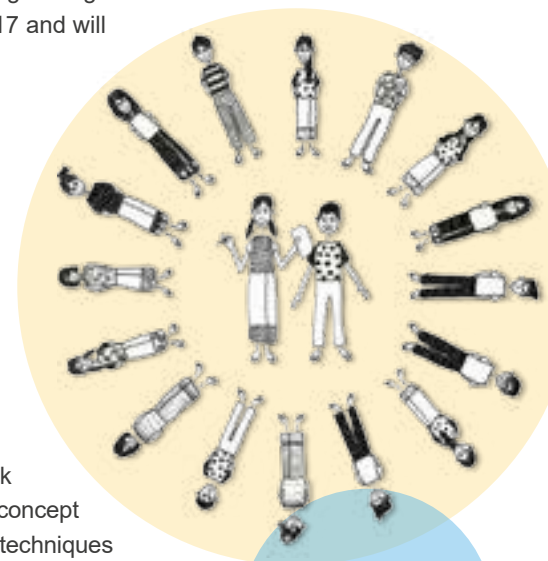
After the Introductory Module in December 2015, which launched the ToMT Program and was meant to introduce and agree on the plan of the training itself, to present the training team and to get to know the participants, the first practical assignment has been to analyse community needs. This task was inserted in order to get participants actively involved into the modules through practical exercises. The first module later chosen was Module Two of the CG, Adult Learning – How do adults learn?, which was integrated with the sharing of some Stories of Adult Learners. Following, Module Four presented Methods of Adult Education in May 2016 and Module Three and One were incorporated, discussing Group Dynamics and Approaches to Adult Learning as a single module in February 2017. Half way through the project, in order to make the training more effective and doable, DVV International provided some small grants and coaching to participants so that they could run trainings by themselves at their own organisation by applying adult teaching methods. The most important aspect to consider is to provide balance between theory and practice

in the contents of the modules. Moreover, the coaching provided benefits not only to the participants, but also to the trainers' team, which had the opportunity to learn more about the ToMT members and how to design a training that would fit with the participants. An additional, elective Module was held in September 2016; the topic chosen was Gender mainstreaming in NFE. This particular training module served to increase the knowledge of the participants about gender both generally and in a work-related context. The last module, Module Five, Planning, Organising & Evaluating will be held in June 2017 and will conclude the ToT Master Training.

GENDER: MORE THAN BIOLOGY

The specific objectives of the gender training were first of all to gain understanding of the term 'gender' and its difference from biological sex; secondly, to understand gender inequality, its roots and to raise participant's awareness for gender inequality in everyday life as well as their work context. Thirdly was to explain the concept of gender mainstreaming and give techniques that participants could employ in their own projects in order to improve inclusion of women and girls ■

The ToT Master Training is terminated after 5 modules with a certificate



The Training of Master Trainer

The Training of Master Trainer is a two years project developed in cooperation between DVV International and Department of Non-Formal Education with the support of RMIT University of Melbourne, Asia Pacific Association for Basic and Adult Education (ASPBAE) and UNESCO Bangkok. The project started in December 2015 and it will be concluded in June 2017.



Trainer's Insight – from Curriculum globALE to ToMT

J. Robbie Guevara, RMIT Melbourne

My initial understanding of the ToMT in Laos was that its aim was to build the capacity of the individual participants to conduct quality non-formal education (NFE) with their respective local communities. But as we conducted the six workshops over a period of 18 months, the training team realized that we also needed to help build a Community of Practice (CoP) that will provide the individual trainers with the ongoing support that they would need to effectively conduct quality NFE. This ongoing support will be necessary because they will be working within an education system where NFE continues to be marginalised in favour of the formal education.

It is my hope that the Sustainable Development Goal 4 on Education and Lifelong Learning will help advance the recognition for all forms of education and learning: formal, non formal and informal have their own valuable role to play in achieving sustainable development and therefore our Master Trainers will have a greater role to play in the near future in achieving quality education and lifelong learning.

One significant ToMT experience for me is how, together with the participants, we developed their training framework based on their expectations collected during the first workshop in December 2015. At the centre of the framework are the participants, who are identified both as the Master Trainers and also co-learners in this unique journey aimed at building their individual capacity to conduct quality NFE. Four elements made up

the four corners, namely: the why or the vision of NFE; the how or the practice of adult learning methods; the what or the relevant theoretical frameworks, and the policy framework that provided the mandate for NFE.

This expectations framework has become a living framework. It has continued to be a reference point, not only for revisiting the expectations of the participants but more importantly in mapping their ongoing learning. During the second workshop, I swear that I could almost hear the participants thinking as they tried to map the lessons they had just learned to the training framework. They explained later that they struggled to try to pin down each of the key lessons to one aspect of the framework because they felt that the key lessons (like what motivates adults to learn) generally is related to each of the four elements. I congratulated them, as this was a clear demonstration of a more holistic understanding of NFE, that sees the link between theory and practice that is informed by a vision and guided by policy.

And I too continue to learn alongside our Master Trainers and hope that we don't just succeed in building individual capacity but establish a Community of Practice that helps to advance the knowledge, the practice and the policy of NFE as an essential element to achieve the vision of quality education and LLL for sustainable development in Lao PDR. ■

KNOWLEDGE BOX

Interesting facts about adult education

Exciting insights into tools, concepts and methods

WHAT IS LIFELONG LEARNING?

There are several definition for Lifelong Learning available. Two very good ones are:

It is the “learning that is pursued throughout life, learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life.” 2016 Lifelong Learning Council Queensland Inc | Privacy and disclaimer | ABN 88 582 078 499 http://www.llcq.org.au/01_cms/details.asp?ID=12

“The entire education system is designed to facilitate lifelong and ‘lifewide’ learning and the creation of formal, non-formal and informal learning opportunities for people of all ages... The concept of lifelong learning requires a paradigm shift away from the ideas of teaching and training towards those of learning, from knowledge-conveying instruction to learning for personal development and from the acquisition of special skills to broader discovery and the releasing and harnessing of creative potential. This shift is needed at all levels of education and types of provision, whether formal, non-formal or informal.” (source: UNESCO Education Strategy 2014-2021)

PEDAGOGY VS ANDRAGOGY

Pedagogy, from the greek “to lead a child” is the art and science of helping children learn, leading to a child-focused teaching approach.

Andragogy instead comes from the greek “to lead an adult” and is the art and science of helping adults learn; it brings therefore to an adult-focused teaching approach.

ICE BREAKER

An ice breaker is an activity or a game which is used to welcome and warm up the conversation among participants in a meeting, training class, team building session, leading people to interact more comfortably with each other. Ideally, the icebreaker is somehow linked to the topic of the training.

NEEDS ASSESSMENT

A needs assessment is a systematic process used to determine priorities, identify needs and the gaps between the current conditions and the desired ones. There are several methods available for needs assessment, like interviews, questionnaires and focus groups.



BRAINSTORMING

Brainstorming is when a group of people meet to generate new ideas around a specific area of interest. Brainstorming wants to create a comfortable space where people are able to think more freely and move into new areas of thought and so create numerous new ideas and solutions. The participants should communicate ideas as they occur to them and then link them to the ideas of other participants. All ideas are valued and noted down with no criticism. The goal of brainstorming is in fact to come up with as many ideas as possible, with all team members contributing their thoughts.

If you are interested, ask our trainers.



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TRAINERS' VOICES

Trainers and participants are the actors in a training.

While participants attend a training to learn and develop their skills, we might also wonder what is inside the trainers's mind; what is their perspective and point of view, what are their best memories and maybe if they have learnt something. This article will tell what are the insights of four of the ToMT Trainers, Mr. Souphap, Ms. Beykham, Ms. Anita and Ms. Joanne.

WHAT DOES IT MEAN FOR YOU BEING A TOMT TRAINER?

"Being the trainer, I feel like exploring on an academic journey, where I have to learn with participants and other trainers together." says Mr. Souphap. Being a trainer is valued by all the four trainers as an experience which not only helps to prepare Master trainers to share their knowledge and have a wider impact on the non-formal education system, but also it is an opportunity to improve their own personal skills as facilitators and their capacities to meet the challenges of a new context.

"It is an opportunity to share from experience, the proven and creative ways to build and enhance the capacities of various levels of functionaries in

the non-formal education sector. In short, it is a shared and mutual learning experience." says Ms. Anita.

Ms. Beykham also underlines how the concept of adult education will transform how it is taught and how people learn in Laos, shifting from a teacher centered to a learner centered approach. As trainers, concludes Ms. Anita mentioning the collaboration between DVV International and ASPBAE, "we represent the common endeavour to advance adult education practice through strengthening the capacities of non-formal adult educators in the Asia Pacific region".

WHAT DID YOU LEARN FROM THIS EXPERIENCE?

Planning, team building, the value of reflection and group discussion, how to be more open to other people and the respect for other thoughts... These are only some of the multitude of things that the trainers mention when asked about their personal lessons learnt!

More technically, listing her learnings, Ms. Anita names her experience in the negotiation of DVV International with the DNFE regarding the intent

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and relevance of the ToMT within the framework of participatory and experiential learning as well as the collaboration between multiple stakeholders in order to plan, organize and facilitate the ToMT creatively and efficiently. Relevant, she adds, have been also the attention to gender in terms of asserting equal participation of women and including a module on Gender; being sensitive to the Lao context and customizing the modules for enhancing the relevance of the ToMT, to address real issues on the ground and working with a cross-cultural team in a bilingual environment, as a member of the technical working group, a trainer-facilitator and a mentor.

“It was a lot of hard work each night to make adjustments, but working with this team was just brilliant, as everyone pitched in to shared ideas and get everything ready for the next day of training.” remarks at the end Ms Joanne.

COULD YOU SHARE THE BEST MEMORY YOU HAVE FROM THE TRAININGS?

Good memories are several and it's hard for the trainers to pick just one! On one side there is the satisfaction in seeing the significant progress of our participants, like Mr. Souphap says. Everyone is more assertive and confident to speak in front of public or even think critically upon particular issues; and of course, it's very rewarding to feel

contributing in the promotion of lifelong learning in Lao society.

On the other hand, Ms. Beykham is happy to share her memory about the feedback she had from one of her co-trainers, which helped her understanding what does it mean to be a facilitator. “He said “Don't worry if your trainees stay silent. It is a sign that they are learning, so give them more time and don't rush them to give you an answer.” I will always keep this in mind when I facilitate trainings, so that I will be more confident and won't panic!”

Ms. Joanne remembers how much she liked to listen to the participants talking about their own practice. She really enjoyed the session at the Gender workshop when everyone discussed the coaching they had received and what they feel they learned from conducting their workshops. Experiencing the ToMT have been a meaningful and enriching journey for the trainers.

“Participants’ - proudly comments Ms. Anita - and the team's enthusiasm and the eagerness to learn together was my driving force in this ToMT. The meetings of the technical working group, which brought to force so much creativity and depth, the cultural evenings with the participants and working together with the local trainers, including the gender expert and the hospitality of the DVV International colleagues in Vientiane are indelible and lasting memories from the ToMT.”

GENDER - A very special module

Anita Borkar, Regional Coordinator, Training for Transformation Program, ASPBAE



Curriculum globALE has a built-in component for one or two elective module/s on a topic that is relevant to the socio-cultural context of its participants. The concern related to gender issues, especially with regard to participation of women in the various non-formal educational activities across the country was often brought to fore in the on-going training of the ToMT. An agreement was then reached to offer 'Gender' as an elective module in the ToMT in Lao PDR.

OUR AIM REGARDING GENDER

The module on Gender was designed based on the assessment of the participants' learning needs through a simple but focused assessment tool. The objectives of the Gender module addressed the learning needs pertaining to deepening of the understanding of gender and gender inequality, especially as it played out in the participants' work related provisioning and programming of non-formal education. The module also included approaches to mainstream gender in their educational projects at the community level.

OUR WAY TO THE GENDER TRAINING

The training team for the Gender module was led by a gender expert from Lao PDR, Ms. Boutsady Khounnavong. Organising this module in Thakek, outside of the regular training venue in the capital, enhanced the learning environment as it provided an opportunity to the participants and the facilitation team to travel and be together for the three-day training on Gender.

OUR RESULT

The concept of gender was clarified through experiential activities which the participants found very engaging. This was followed by a discussion on gender inequalities in Lao society, with participants identifying the overt and subtle discrimination based on gender, both in personal and public spaces, like family, community and

work. An input on gender mainstreaming led to an assessment of the policies, program interventions and staff roles of the non-formal education centres from a gender perspective. A problem tree was developed by the participants, working in small groups, to understand the causes and effects of gender-based violence which was prioritised as one of the prevalent problem in Lao society.

The reasons such as cultural traditions, infrastructural problems in remote areas, early marriage and motherhood were identified and in order to address these, the participants agreed that national policies should focus even more on enhancing the opportunities for women's education and create an environment to accord respect to women in everyday life. Education is crucial for addressing gender-based violence, was the general agreement reached after extensive discussion on the topic.

The inclusion of the Gender as an elective module in the ToMT was found to be extremely useful by all participants. There was a general consensus among the participants, at the end of the training, to attempt integrating discussions related to gender inequality in their on-going training and being sensitive to gender issues while planning and implementing non-formal education programs in their communities. However, the need for more inputs on gender equality in education and other related issues was also expressed by the participants.

The initiative of the DVV International Regional Office in Vientiane to include the Gender module in the ToMT and its pro-active stand in negotiating for equal number of participants in the ToMT, are expressions of its demonstrated commitment to gender mainstreaming and according adequate attention to gender in its education programs ■



Our Gender Expert (Standing with Mic.) made speech during the training



THE WAY FORWARD: Community of Practice and Resource Centre

After the final workshop in June this year, what is next for our Master Trainers?

In many ways, their real work will be just about to begin. As fully trained Master Trainers, their goal will be to share their knowledge amongst their colleagues and hopefully in other educational settings as well. This is a vital step for ensuring that the learning of our participants is put to the best use possible throughout Lao PDR's non-formal and adult education system.

To support and encourage the Master Trainers, the training team will continue to interact with the group through our Community of Practice; however, we will also be encouraging and creating contexts for our trainers to interact further amongst themselves.

Throughout the ToMT training, we have been using our Facebook page and Messenger for a lot of interactions, and we hope that this will not only continue but that it will expand. It is always great to see posts about the training our Master Trainers are currently conducting. The online platforms also provide a great opportunity for reflection and sharing of questions, ideas, problems or triumphs amongst the group, and these will be areas we will work with participants to expand upon.

Another key way to continue engagement within the group will be through the Non-formal Education Development Centre's new Resource Centre. The Centre is currently being established and will consist of a physical location to house different books and other materials, as well as an online presence through social media and a website. The Centre aims to cater for the learning needs of educators from all across the non-formal spectrum, with the online resources being particularly important for those working in the provinces.

A key strategy for the Resource Centre to build a solid foundation of users will be to invite the Master Trainers to be 'early adopters' of the resources available. We hope to further engage

the Master Trainers as testers of the system and their Community of Practice will play an important role in helping to shape the online component of the Centre so that it is user friendly and accessible to non-formal educators from across the country. In particular, the Centre aims to develop a range of audio-visual resources and summaries of important and interesting documents for quick and easy access.

In addition to all this, we are also considering and exploring other ways of keeping the group connected and engaged as a community. It is hoped we will be able to have the occasional reunion for participants to gather together and share their stories, perhaps with some additional training on other topics provided. The training team will be on the look-out for further opportunities for the group in the future. In the end though, it will take the initiative of the Master Trainers to continue to interact with other educators and to also push themselves to not only continue to use, but also to build upon, the skills they have gained.

In June, the Master Trainers will be able to take some time to celebrate their achievements and look back on the fantastic learning community they have been a part of through this project. Everyone in the group has improved their training skills and we can all see the growth in confidence throughout their time studying Curriculum GlobALE.

After graduation, the real work of building on and sharing knowledge will begin, and the training team looks forward to seeing what the Master Trainers do with their learning. It will also be important to stay engaged in knowledge and skill building. We encourage participants to consider how they will keep in touch with ToMT participants and trainers, as well as other adult educators – in their workplace, in their region, across the country, and across the world. ■

PARTICIPANTS' VOICE



The ToMT helped me in realising the weaknesses of my teaching style: now in my class I use activating techniques such as roleplays and brainstorming and my students really enjoy it, get more involved and create a lively atmosphere.

- *Boualiene Thumpunya* -



I very much appreciate the international style of this training which involves a lot of participatory learning methods. Many of my students are local village school teachers who come to upgrade their knowledge. The techniques I learnt would also be good for the rural areas in drawing real information which will consequently be useful for solving problems there.

- *Bounsou Xaiyasone* -



Thanks to the trainings I know that Non Formal Education can represent the possibility of having an education for everyone, also and especially for illiterates. It's very important to have the right training approach when teaching. I also feel responsible and more confident to deliver my knowledge and the new teaching methods I've learnt to other trainers.

- *Do Ih Viranam* -



This training creates a big challenge for working in NFE especially when we go working with groups of people who are inequality of education background, culture and language, we do need more skills in good communication.

- *Thanousak Tounalom* -



Being a trainer of adult learning is very challenge for me because the learners' educational background is various and the ability to enroll the education is diverse in many conditions, for example, economy, social, culture and ethnic.

- *Phanmaha Phangthavong* -



I have never dealt with gender before. Now I finally understand the roots of many gender problems and inequalities in our society. I think this topic is indeed relevant for my career and that we should support women to participate more in business life and help them more with the upbringing of children.

- *Sisavanh Sor* -

Interesting

Important Website in region

www.aspbae.org

www.pria.org

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Interesting publications

Adult Education and Development

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AED 82: Global Citizenship Education

AED 81: Communities

AED 80: Post 2015

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IPE 76: Refugees: A challenge for adult education

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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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