



Education for Sustainable Development through Community Learning Centre in LAO PDR

**Kominkan-CLC International Conference on ESD
Community Based Human Development for Sustainable Society**

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Content of presentation

- ❑ **Country profiles (geography, economy, environment, culture)**
- ❑ **Education profiles 2013-2014**
- ❑ **Government policies in view of ESD**
- ❑ **NFE policies support CLCs**
- ❑ **NFE programme in CLCs**
- ❑ **Challenges of CLCs in promoting ESD**
- ❑ **Future action plan**



LAO PDR profiles



- Population: 6,514,432;
Female 3,259,980 (50.04%);
Male 3,254,452 (49.96%)
- Population density: 23.7 pers/km²
- Population growth rate 1.63%
(2013 est.)
- Households 1,144,526
- Infant mortality rate 56.13 deaths/
1,000 live births
- Urban population 34.3% of total
population (2011)
- With 49 ethnic groups
- Life expectancy at birth 63.14
years
- The Lao PDR is divided into 17
provinces, with 147 districts and
8600 villages.
- Vientiane, the capital city, is the
centre for business and
government which has a
population of over 680,000.



Vientiane Capital





Geography and Climate

- ❑ The Lao People's Democratic Republic (Lao PDR), commonly referred to as "Laos" abroad, is a land-linked country in the heart of Southeast Asia. The country encompasses 236,800 square kilometers and borders with China to the north, Cambodia to the south, Vietnam to the east, Myanmar to the northwest and Thailand to the west. Laos is characterized by two main geographical zones: the central plains along the Mekong River and the mountainous regions to the north, east and south. The climate is governed by two monsoons, bringing rain from May to September and a dry season from November to February.



Geography and Climate (cont')

- ❑ The Lao PDR is crisscrossed by many rivers and streams. The Mekong River flows through 1,835 Km of the country from north to south. Rivers and streams provide great potential for hydropower development. Over half of the power potential in the lower Mekong Basin is within Laos. Laos is a tropical country, the weather in Laos is influenced by monsoons.



Economy and Natural Resource

- The Lao PDR is abundant in natural resources, including coal, hardwood timber, hydropower, gypsum, tin, gold and gemstones. There are also various rivers, including Mekong River. The terrain is mostly rugged mountains with its highest point at 2,820 meters, which gives the country tremendous hydroelectric potential. Forest and woodland cover 47% of the country's land area. These resources all play a significant part in inducing foreign investment to the country.



Economy (cont')

- ❑ Lao PDR is a member of the Association of Southeast Asian Nations (ASEAN) and the ASEAN Economic Community.
- ❑ Member of the World Trade Organization (WTO) 2013.
- ❑ Lao PDR is graduate from “Least Developed Country” status by the year 2020.



Natural resource

- ❑ Natural resources-forestry, agricultural land, hydropower, and minerals - comprise more than half of Laos's total wealth. From 2005 to 2013, the hydropower and mining sectors combined generated about one third of the country's economic growth. Developing these resource sectors to achieve long term development sustainability is one of the key focuses of the Government's National Development Plan, to which the Country Partnership Strategy is aligned.



Environment

- ❑ The government take initiative to help farmers adapt to the impacts of climate change, this project will improve the knowledge base about climate change, strengthen agriculture and rural sector policies, and develop institutional capacities so that systematic adaptation planning can be carried out. At the same time community-based adaptive agricultural practices and off-farm income generating opportunities for the farmers and communities.
- ❑ The government also promote the conservation and sustainable use of biodiversity resources in agro-ecosystems. Achieving this will help to realize food security and sustainable economic development.



Culture

- ❑ The Lao PDR is cultural diversity.
- ❑ Most of Lao are Buddhist, and others religions.





Education Profiles 2013-2014

- ❑ Gross Enrolment Rate of Kindergarten 3-5 years of age increase from 33% to 38.7%.
- ❑ Net Enrolment Rate of Primary Education 5 years compulsory increase from 96.2% to 98%; NER of P.1 increase from 90% to 93.4%; Repetition Rate is 6.9% (EFA: 2% in 2015); Drop out rate is 5.5% (EFA: 0% in 2015); Completion Rate (P.1-P.5) is 87.7%; Survival Rate is 74.9% (EFA: 95% in 2015);
- ❑ Gender Parity Index 0.95.
- ❑ GER of Lower Secondary increase from 69% to 74.4%.
- ❑ GER of Upper Secondary increase from 37.3% to 43.3%.
- ❑ Literacy rate of 15 above is 81.3%, Female 75.3%, Male 87.5% (Labour survey 2010 by self-report)
- ❑ Literacy rate of 15-24 years 71.5%, Female 68%, Male 77.4% (Lao Social Index Survey/LSIS 2011/2012 by reading test)



Government policies in view of ESD

- ❑ The government is support growth that does not harm the environment. Our work focuses on three areas: encouraging all national development planning to recognize links between environment harm and poverty; strengthening the response to climate change; and improving environment governance and promoting community-based natural resource management.



NFE policies support CLCs

- ❑ The Ministry of Education and Sports has considered Non-Formal Education as one among other Educational activities which contribute to compulsory education to successfully achieve the expected target, through the mean of integrating eradication of illiteracy and upgrading people education attainment level with basic vocational skill development training, thus would allow people to get access to continuing education.



NFE policies support CLCs (cont')

- ❑ The Non-Formal Education Policy in view of ESD, to promote and urge the target youth, adult group; who have no chance and miss the opportunity, especially the women, disabled, to eradicate the illiteracy and get continuing education and lifelong learning.
- ❑ To promote the community and sector concerned to have participation in development of Non-formal education, preservation of environment and protect the discourage event in the society.



NFE Centre and CLCs

- ❑ There are different of the Non-Formal Education center located at different level such as NFE regional center, provincial, district and community learning center. There are actually around 300 CLCs in the country.
- ❑ The CLCs management are conducting mostly by they own community committee by supporting from the government as volunteer teacher or facilitator, training and teaching learning materials.



NFE programme in CLCs

- ❑ The NFE program and activities provide basic education such as literacy, equivalency programmes and continuing education programmes combining with the basic vocational education and skill training by integrating the issues of the environment, particularly the education sustainability development (ESD), and contribute to poverty reduction through lifelong learning for all in the community.



NFE programme in CLCs (cont')

- The NFE programme and activities which are supported to ESD, to increase awareness of stakeholders within governmental agencies and community towards ESD issues; improve integration of ESD into the curriculum both formal and non-formal education; and integration ESD in the teaching and learning curriculum and materials, especially in the context of basic general education, skills, health, environment (natural disaster, climate change), HIV/AIDS, health reproductive, etc. The teaching and learning programmes conduct in the NFE centre and CLCs are combining with the social and community activity in the context of culture, environment, society, etc.



CLCs in view of ESD

Overall objective of CLCs is to provide learning opportunities in literacy, equivalency programme, livelihood and skills program, especially for educationally disadvantaged through lifelong learning and promoting education sustainable development.





Specific objectives of CLCs

- ❑ Promoted Literacy, NFE program and lifelong learning for community sustainable development.
- ❑ Provided basic vocational and skills training for community to improve the quality of life.
- ❑ Promoted community development and contributed to poverty reduction through lifelong learning for all in the community.



The principle activities of CLCs

- ❑ Literacy & Equivalency Programme on NFE primary and secondary education;
- ❑ Income generation using local resources and traditional skills, people's contribution from their income to CLC management, partnership with local and foreign organizations for developing infrastructure, technical assistance, financial support.
- ❑ The member of CLC has forming an income generation group by producing different economic products such weaving with natural dyeing by using natural resource of cotton and silk, production of natural dye and other income generation activities.

The people in the communities become more and



Principle activities of CLCs (cont')

- ❑ Activity on preserving culture and environment. They organized the campaign on preservation and protect the natural especially the forest, water resource, health and food sanitation, etc.
- ❑ Information resource through community library at CLC. The children, youth and adult who are interesting can read and borrow the materials and to home and take it back after.



Cooperation project in CLCs

- ❑ With UNESCO Bangkok in EP, ICT and NFE/MIS.
- ❑ CLC of Vuane Kham, Xaythany district Vientiane Municipality supported by the International Rotary Club, Ishikawa Prefecture, Japan.
- ❑ With the National Federation of UNESCO Associations in Japan (NFUAJ) support 12 CLCs in 4 Districts of Luang Prabang Province.





CLCs activities

- ❑ In the academic year 2013-2014, there are different target learners who are completed and graduated NFE programmes for example 32,000 literates of 15 to 40 years old; 30,000 completed NFE primary education; 38,000 graduated NFE secondary education and 3,000 attended basic vocational training.
- ❑ Literacy and Equivalency Programme;
- ❑ Basic vocational training and livelihood for income generation.
- ❑ 144 districts of 148 in the country have completed compulsory NFE primary education.
- ❑ 10 district have completed NFE secondary education.



CLC of Keokou in promoting ESD



Keo kou became a model of community development

CLC of Keokou conduct different activities and programmes:

- Literacy and Equivalency Programmes (LS)
- Public/community Library
- Group for income generation and saving
- Social and community development campaign
- Environment preservation and forest protection, etc.



Production of Silk Worm Farm



Home industry and income products



Challenges of CLCs in promoting ESD



- ❑ Not specific policy and strategy on ESD and lifelong learning;
- ❑ Concept of ESD and Lifelong learning is not well understood within the government and stakeholders;
- ❑ Lack of experience personnel at all levels and local wisdom; particularly qualified teacher and facilitators;
- ❑ Monitoring and evaluation still needed to be developed and effectively setting up at all levels;
- ❑ Insufficient financial support from the government, community, society and external agencies.



Challenges (cont')

- ❑ The community people and local authorities are not fully understood and participate in the CLC activities;
- ❑ Lack of experience personnel at all levels and local wisdom; particularly qualified teacher and facilitators
- ❑ Limitation of materials on ESD for CLC library and community such as reading books, posters, leaflets, ICT vocational material, etc.
- ❑ Monitoring and evaluation still needed to be developed and effectively setting up at all levels;
- ❑ Acceptance of the qualification in the region, especially in the initiative stage which will effect to the sustainability of the system (National Qualification Framework, Recognition, Validation Accreditation).



ESD programmes reflect the unique environmental, social, cultural and economic conditions of each locality. Furthermore, ESD increases civil capacity by enhancing and improving society, through a combination of formal, non-formal and informal education.





Future action plan

- ❑ Awareness society and community activity by introducing ESD at all four dimensions of sustainability such as environment, society, culture and economy.
- ❑ Guideline development and implementation of CLCs on ESD;
- ❑ Revising and development of curriculum and materials by introducing ESD both for instructor and learner.
- ❑ Literacy and non-formal basic education, equivalency programme and continuing education combining with Basic vocational training by integrating ESD, etc.



Future action plan (cont')

- ❑ Capacity building training on ESD should be conducted for practitioners and teachers at all levels, and CLC human resource.
- ❑ Production and distribution of curriculum and materials in introducing ESD to society, community, instructor and learner.
- ❑ Networking and cooperation with related agencies and partners at different level domestic, national, regional and international.



Thank you very much

