

ラオス： ラオスにおける CLC の取り組み

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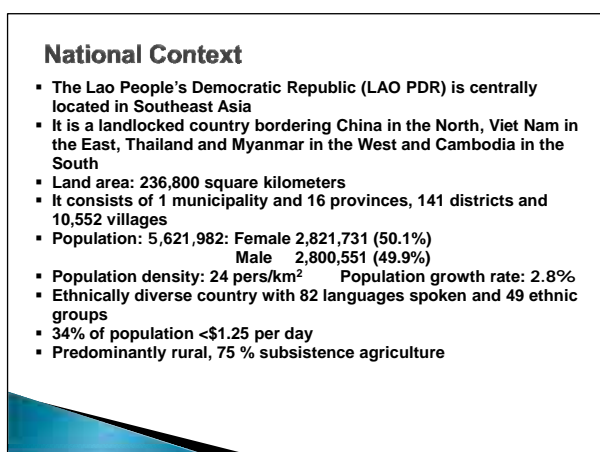
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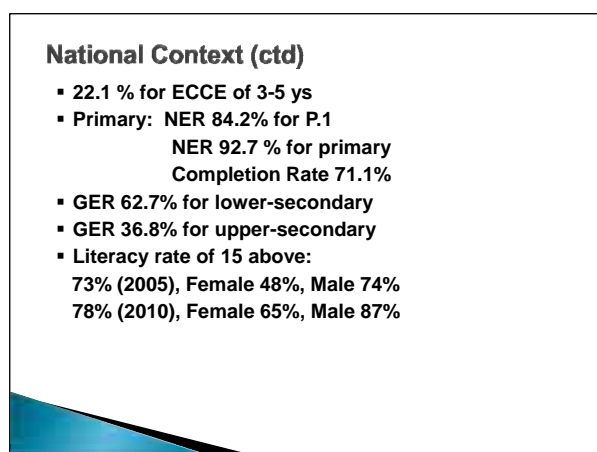
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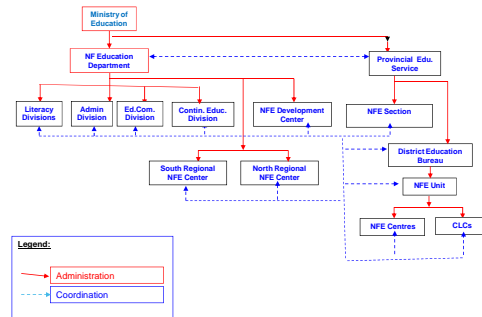
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## Education Policy Framework

- ❑ National Education Strategic Vision up to 2020
- ❑ The National Growth and Poverty Eradication Strategy (NGPES)
- ❑ The EFA National Action Plan 2003-2015
- ❑ The National Education Sector Reform Strategy 2005-2015
- ❑ The Revised Education Law 2008
- ❑ The Education Sector Development Framework 2009-2015
- ❑ The Seventh Five-Year Plan of National Socio-economic Development 2011-2015
- ❑ The revised Non-Formal Education Policy 2011-2015

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## Administrative Structure of NFE



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## Background of the CLC in Lao PDR



📅 1990, UNESCO-Paris project on the Literacy and Vocational Training for Ethnic Minority Women and Girl (LNT, VT)

📅 Others partners set up VTC such as RDC (Gov), IDRC, WEI etc..

📅 1992, the CLC project provided two CLCs to Lao PDR funding by UNESCO-PROAP (Keokou & Nanokhoum Villages)

📅 Basic vocational training and literacy combining with literacy programs

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## Overall objective of CLCs

To provide learning opportunities, both literacy and livelihood skills, through literacy program, especially for educationally disadvantaged.

### Specific objectives of CLCs

- Promoted Literacy, NFE program and lifelong learning for community 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.

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## Situation of CLCs

- ▶ They are 320 CLCs according to 2010 Non-Formal Education annual report, Ministry of Education. They are located in the different areas in the whole country, mostly in the remote communities.
- ▶ The users of the CLCs are the people who are living in their own community and the surrounding community's people.
- ▶ The learners from community have opportunity to learn and improve their education skills, mostly graduated primary and secondary education. Some graduated can further continue higher education. In each CLC, there are approximately 20 learners who are graduated each year.

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## Management structure

- ▶ A committee management is established in each CLC. It comprises with different representative from their own community organization such as the elder organization, women and youth associations, cultural and social. The CLC's facilitator is a government teacher or volunteer teacher in their own CLC.
- ▶ Every month, the CLCs committee management have a meeting to discuss and share concerning the activities implementation and planning, including financing support and getting external budget resources.
- ▶ The facilitator or CLC's teacher report to the educational district bureau each month.

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### Operational Activities in the CLCs



Exhibition and shop

- Literacy program
- Vocational training
- Library
- Information
- Meeting

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### CLCs activities (ctd)

- ▶ The major activities in the CLC are literacy and equivalency programmes, basic vocational training and income generation programmes (vegetable planting, animal raising, cloth sewing, cooking, weaving, etc.).
- ▶ The local wisdoms and invited trainers are involved for the basic skills training.
- ▶ Some CLCs, the formal school teachers are invited and shared to be the facilitators and manager.
- ▶ The monitoring be organized from the provincial and district levels in each month or semester, and direct performance by their own CLCs committee.
- ▶ Management Information System (MIS) through CLCs

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### International Cooperation Projects on CLCs

- ▶ UNESCO/APPEAL in 1993 up to now
- ▶ LRC/ACCU in Environment Materials Development
- ▶ INGOs, particularly the WCS Rotary International District 2610, Japan support on establishing a CLC in 2006.
- ▶ The Rotary International RC of Kanazawa Hyakumangoku, Japan support on establishing IT Centre in 2008.
- ▶ The NFUAJ Japan support on the implementation of CLC Development Project at LPB, since 2007 up to now.

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### CLC building by the International Rotary Club, Ishikawa Prefecture, Japan



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### Main Challenges

- ▶ The community people and local authorities are not fully understood and participate in the CLC activities.
- ▶ Lack of experience personnel at all levels
- ▶ Lack of qualified teacher and facilitators
- ▶ Limitation of reading materials including books, posters, leaflets, newspaper, etc for reading room/CLC library and community reading promotion.
- ▶ Networking with the different GO, IO, INGOs, etc.

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### Challenges (ctd)

- ▶ CLCs needed to be further of lifelong learning for the people in the community.
- ▶ Monitoring and evaluation still needed to be developed and effectively setting up at all levels.
- ▶ ICT and MIS is still needed to be developed and implemented regularly.
- ▶ Insufficient budgeting support from the government and external agencies

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**National Federation of UNESCO Associations in Japan (NFUAJ) support in 8 CLCs in 4 Districts of Luang Prabang Province.**

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**Construct and renovate CLCs**



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**Khob Jai Lai Lai  
Thank You For  
Your Attention**



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