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Education and Lifelong Learning for Sustainable Development

Asia-Pacific Regional Consultations

12 - 13 February, 2015
Vientiane, Lao PDR



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Edited by

Prof.(H) Dr. Heribert Hinzen

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**Education and Lifelong Learning for Sustainable Development
Asia-Pacific Regional Consultation
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As the leading professional organization in the field of Adult Education and development cooperation, DVW International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

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Contents

Foreword	3
Welcome Speech <i>Ka Saleumsouk, Director General, DNFE, MOES</i>	5
Welcome Remarks <i>Heribert Hinzen, Regional Director, DWV International</i>	7
Opening Remarks <i>HE Lytjou Bouapao, Deputy Minister, MOES</i>	12
Welcome Remarks <i>Maria Lourdes Almazan Khan, ASPBAE Secretary General</i>	17
Welcoming and Appreciating ESD and GCEd as Partners for Lifelong Learning <i>J. Roberto Guevara, RMIT University and ASPBAE</i>	19
Flexible Learning Strategies. Equivalency Program in Lao PDR and Myanmar <i>Eunjae Shin, Ass. Programme Specialist, APEAL, UNESCO Bangkok</i>	27
Vision of Education and Sports Development to 2030, Strategy to 2025 and ESDP (2016-2020) <i>Sithong Sikhao, Head of Division, Department of Planning, MOES</i>	31
Draft of the National Lifelong Learning Policy and Strategy <i>Ounpheng Khammang, Deputy Director General, DNFE, MOES</i>	35
Report and reflection: Lifelong Learning study tour of Lao delegation to Korea <i>Somsy Southivong, Director, Non-formal Education Development Center</i>	41
ASPBAE, Lifelong Learning and the Post-2015 Debates <i>Maria Lourdes Almazan Khan, ASPBAE Secretary General</i>	45
Proposed Indicators for the Post-2015 Education Agenda. ASPBAE Presentation and Recommendations <i>Helen Dabu, Capacity Support and Advocacy Advisor</i> <i>Rene Raya, Lead Policy Analyst, ASPBAE</i>	53
Education, Adult Education and Lifelong Learning Excerpts from the ASPBAE Lifelong Learning Toolkit <i>Cecilia Soriano, Programmes and Operations Coordinator</i>	61
Community Learning and Action for Climate Change <i>Dominic M. D'Souza, Associate Director, Laya Resource Centre, India</i>	71
Policy and Practice: School-based Response to Climate Change in the South Pacific - Kiribati <i>Timote M Vaioleti, United Nation University (UNU) Regional Centre for Excellence in ESD, Waikato, New Zealand</i>	75

Vocational Education in Lao PDR (VELA) Project: Component 3 -Vocational Education for Disadvantaged Groups	91
<i>Christian Moeller, Team Leader, Vocational Education for Disadvantaged Groups; Phimmasone Thonghathayasack, VELA, GIZ</i>	
A Research Study on CLC Financial Disbursement Process, 2014. Case study in five provinces in Cambodia	97
<i>Lay Vutha, NFE Coordinator, NGO Education Partnership</i>	
Fiji Experience on Youth Work - Foundation for Rural Integrated Enterprise & Development	107
<i>Sashi Kiran, Executive Director, FRIEND</i>	
Establishing sustainable training system in Lao P.D.R	113
<i>Hiromi Suda, OJT Coordinator, International Cooperation NGO • IV-JAPAN</i>	
Gender Mainstreaming Workshop	118
<i>Anita Borkar, Regional Coordinator, Training for Transformation Programme</i>	
Information and Communications Workshop on Power Point Presentations	121
<i>Medha Soni, Information and Communications Coordinator, ASPBAE</i>	
The Complexity of Adult Literacy Education	125
<i>Lamphoune Luangxay, PhD Candidate, School of Education, The University of Queensland, Australia</i>	
The Basic Skills Lao and Math Series	131
<i>Anne Thomas, Education Consultant, WORLD-RENEW</i>	
Ethnic Community School Readiness Pilot Project	137
<i>Ari Vitikainen, Education Program Advisor in Laos, WORLD-RENEW</i>	
Non-formal Education in Poor Districts of Savannaketh Province	143
<i>Mana Chanthalanonh, Monitoring & Evaluation Coordinator Heribert Hinzen, Regional Director, DVV International</i>	
Using Non-formal Education to Alleviate Poverty in West Africa: Report and Reflection of Korea-Burkina Faso Alliance, 2007-2014 . . .	155
<i>Ki-Seok "Korbil" Kim, International Cooperation, Chair Professor Seoul Women's University</i>	
<i>Germaine Ouedraogo, Executive Secretary of the APENF-Burkina Faso Soojung Crystal Park, Educators Without Borders</i>	
ASPBAE's Work on Youth Literacy and Life Skills Education	165
<i>Cecilia Soriano, Programmes and Operations Coordinator, ASPBAE</i>	
Proposed Action: Advocacy for Quality Literacy – TVET and Life Skills for Vulnerable Youth	171
<i>Anita Borkar, Regional Coordinator, Training for Transformation Programme</i>	
Agenda of the Regional Consultation	179

Abbreviations

Foreword

Often there are high level meetings of international or regional organizations taking place in Vientiane. Participants and delegations fly in and out in a short period. Very seldom the opportunity is taken up to invite these senior professionals to share their knowledge and expertise more widely with policy makers, researchers, and practitioners. Mostly we are getting aware of it only after they have gone already via TV or the newspapers.

We purposely did choose a different approach for the ASPBAE Executive Council meeting. Almost twenty colleagues from around ten countries represent a wealth of experiences and expertise. We wanted to gain from this, but at the same create the opportunity of lively sharing for learning. Colleagues coming from far should understand the realities of education and development in Lao PDR better. Therefore we added the two days for an intensive regional consultation. The additional costs for stay those days longer were much smaller than the usually highest part of the costs which are the regional or international flights.

ASPBAE was of course represented manifold, and on high levels through Executive Council members and staff. Their readiness to share with us whatever they have and know was greatly appreciated, and indeed very helpful. Especially their presentations on policy and practice of sustainable development, but also in youth or related to skills for work and life, their experiences in gender mainstreaming, and their expertise how to properly use good information and communications tools was extremely useful. Already during the consultations several ideas of potential follow-up was discussed.

We thank HE Deputy Minister Lytou and HE Ambassador Grau so much that they joined and graced the occasion. In their opening remarks they set the tone for the high value of international cooperation in education and the substantial presentations and discussions.

We thank UNESCO Bangkok that Eunjae Shin could join; she shared experiences on equivalency programs and alternative learning strategies, very interesting not only for Lao PDR.

The editors representing the four responsible organisations are thankful to all who supported the process to finalize this report in such a short time, and thus making all the material available for further discussion. This creates the opportunity to make use of it in the further preparation of the new Lao lifelong learning policy, the new Education Sector Development Plan, and at the time inform those working in the practice of non-formal education.

It creates also the opportunity to disseminate the report in the Asia Pacific region as well as globally. This issues that were discussed on lifelong learning for sustainable development are of high importance for the expected debates at the World Education Forum which actually is just around the corner, only a few months away. And even the UN Summit on the new Sustainable Development Goals is coming up in half a year.

Several Departments of the Ministry like Non-formal Education, Planning, External Relations, and National UNESCO Commission were represented by their Director Generals, their Deputies other high level representatives – thanks you for supporting.

A good number of Development Partners followed the call from the Ministry to join, including GIZ, IV Japan, World Renew, Village Focus International, and of course DVV International. It was a pleasure to realize how well the different partners interacted during the consultations, and how open they were to share their experiences, even if they were not all success stories.

The book contains all the texts which were transformed from the presentations during the consultations into written manuscripts. Additionally there is a CD enclosed which has all the PPTs and a large number of photos - thanks again to colleagues from NFEDC.

We add to the CD also several PPTs which were collected by Lao colleagues who joined the study tour on lifelong learning to Korea. They fit so well thematically.

Finally we want to thank all colleagues from NFEDC that created such a conducive environment and made the consultations a real learning experience, including the wonderful welcome party. It was good to see all participants dancing Lamvong together, listen to traditional music and observe the cultural performances - creating some unforgettable moments.

Prof.(H) Dr. Heribert Hinzen, Regional Director, DWV International

Ounpheng Khammang, Deputy Director General, DNFE, MOES

Somsy Southivong, Director, NFEDC, MOES

Dr. Timote Masima Vaioleti, Member, ASPBAE Executive Council

Welcome Speech

Dr. Ka Saleumsouk, Director General, DNFE, MOES

HE Lytou Bouapao, Deputy Minister of Education and Sports,
HE Michael Grau, Ambassador of the Federal Republic of Germany,
Prof.(H) Dr. Heribert Hinzen, Regional Director, DVW International,
Distinguished guests and participants, Ladies and gentlemen,

it is our great pleasure to organize the regional consultations meeting on education and lifelong learning for sustainable development.

On behalf of the Non-formal Education Department, Ministry of Education and Sports and on my own behalf, I would like to express my deep gratitude and warm welcome all representatives from different sectors and organizations to attend our regional consultations today.

Non-formal Education Department and NFEDC in cooperation with DVW International jointly organize this meeting. The key objectives of the consultation are to share good practices and experiences of several qualified experts from countries of the Asia Pacific region and Lao PDR in the areas of education and lifelong learning.

Lifelong Learning in Lao PDR has been undertaken for decades in day-to-day basic. However, the practice is unsystematically. Lifelong learning for Laos has not yet been well defined.

Importantly, the lifelong learning policy and strategy is not yet in place. Recently, the MOES is in the process of developing the said policy, vision of education and sports to 2030, Education Development Strategy to 2025 and ESDF 2016-2020.

To develop education in Lao PDR sustainably, I would like to gently call for all qualified experts and participants to share practicable knowledge and experiences on education and lifelong learning.

I believe that all participants will be ready to actively contribute your great experience over the next two days and enjoy your stay in Vientiane. Meanwhile I would like to apologize for any inconvenience occurred during the meeting related to our hospitality.

Once again I would like to extend a warm welcome to all joining this regional consultations meeting.

Thank you.



Welcome Remarks

Prof.(H) Dr. Heribert Hinzen, Regional Director, DWV International

His Excellencies,
Distinguished Guests,
Dear Partners and Colleagues,

let me start with a heartily welcome and a big thank you to you all.
It is my great pleasure to have this regional consultation on lifelong learning and sustainable development at a time when we are moving fast towards the agreements on a new post-2015 education and development agenda.

Many of you were with us around a year ago when we met in Vang Vieng, and when our meeting carried the slogan “Quality Education and Lifelong Learning for All”. This was a major step forward as in Dakar in the year 2000 we agreed (only) on “Education for All”. Now we could add “Quality” and “Lifelong Learning” as important features.

This time we thought to put the consultation under the overarching goal agreed in Muscat by the Global Education Meeting as “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”, and look at it through the lens of sustainable development as the Millennium Development Goals are transforming now into Sustainable Development Goals.



You all have your copy of what is referred to in our circles as the “blue book” in your conference bag, a collection of important documents under the title *On the Eve of EFA and MDG – Shaping the Post 2015 Education and Development Agendas*.



We should be very happy that HE Vice Minister Lytou Boaupao is with us today. We owe him much. He came to Germany to participate in a conference of DVV International on “Financing Adult Education for Development” in the year 2009, and he did the final negotiations and preparations to open our regional office in Vientiane. Ever since he has been the strongest supporter of our cooperation in non-formal education, always ready to respond positively, whenever, and we have done this quite often, called for him. He even helped us in our last session of a reflection on our cooperation to get a better understanding of what in Lao PDR politics are the “Four Breakthroughs” and the “Saam Sang”, and what they mean for us in education.

We are meeting today on historic grounds as what is commonly called km 8 has not always been the Non-formal Education Development Center. It has a certain German tradition of cooperation, and that is why I am glad that we have HE German Ambassador Michael Grau with us. About a decade ago the then GTZ, now GIZ, implemented together with the Ministry a project called BAFIS which is the German abbreviation for vocational training for the informal sector. Our Ambassador is a strong advocate of the German support

to especially vocational education, and he stated very clearly in our last handing-over ceremony: “Education is a key to development. Skills are important for the ASEAN economic integration. And no-one should be left behind”.

Thank you and welcome also to ASPBAE, its President, Secretary General, the Executive Council and staff. You have been supporting our work here in Lao PDR right from the start, participated in many events, helped with capacity building efforts on gender mainstreaming as well information and communication. Of course, you are a renowned regional and even global player of civil society actors with high esteem for professionalism and solidarity, and a well respected partner for UNESCO and many other stakeholders. But your decision to take up our invitation to hold your this year’s Executive Council meeting in Vientiane, and to agree to stay on for a few days so that we can exploit your expertise fully during this regional consultation is highly appreciated.

A special thank you must go to the Director of NFEDC and his staff. When we were discussing with you a few weeks ago whether km 8 could be the venue of this regional consultation then we heard quite some sceptic arguments whether the capacities needed would be available, and the standard good enough for such a regional meeting.



Today I am so proud that you took up the challenge, and with all your engagement and motivation of your staff you have proven how much change is possible in such a short time, given the will and creativity needed. This preparatory process itself and the running of this regional consultation will be a step forward in capacity building of your staff, and the venue also.

A few words on DWV for those here who do not know what it stands for. Usually I advise: Please do not google DWV as the German Volleyball Association has the same DWV, and comes up first. However, we are the German Adult Education Association, the largest provider of youth and adult education for those out-of-school, and the backbone of our work are the 1000 community learning centers, the folk high schools which you find in all villages, towns, and cities throughout Germany. They started around 100 years ago, and their importance was proclaimed in the basic law of our first democracy, the Weimarer Republic, in 1918. Everybody in Germany knows them, and yearly around 10.000.000 participants come for the diversity of courses and lectures in languages, literacy, environment, vocational, ITC, culture and arts, or on political or social issues. It is part of our system towards lifelong learning for everybody and everywhere, based on a bottom-up as well as supply and demand approach. Fortunately the golden triangle of policy, legislation, and finances is available for our non-formal education.



DWV was founded in 1953, the same year like the European Association for the Education of Adults. In this respect EAEA can be called the European sister of ASPBAE, and we are more than convinced that cooperation between such professional civil society bodies are of highest value.



We have nurtured this collaboration on many occasions, including during the ASEM process where ASEAN and EU have created a structure for closer exchange on Governmental, Parliamentary, and people to people level. DVV supports both EAEA and ASPBAE, and we were present when ASPBAE was founded in Australia in 1964, and we are very fortunate to have been successful in receiving the financial support from the German Government via BMZ to contribute to the development of education and lifelong learning in the Asia Pacific since 1977.

Let me come back to the Muscat Agreement and the overarching goal “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”. I remember HE Lytou to be with us in APREC, the UNESCO organized Asia Pacific Regional Education on Education, which in the Bangkok Statement endorsed this overarching goal to take forward to the World Education Forum where we shall be going to in Korea in May 2015.

We translated both documents into Lao language, and they have been published in our *Newsletter. Lifelong Learning and Non-formal Education in Lao PDR and Southeast Asia*, distributed through the Provincial and District Education Offices. Translation into national languages is important, and I recall that during APREC in Bangkok I was standing in the elevator together with HE the Minister of Education, Youth and Sport of the Royal Cambodian Government, and he agreed immediately to get the Muscat Agreement and the Bangkok Statement translated into Khmer language; our partner NGO Education Partnership who is present here today implemented this task, and disseminated widely. Welcome and thank you!



The Ministry of Education and Sport, together with the development partners, is currently preparing the new Education Sector Development Plan covering the period 2016 - 2020. We are fortunate that the Department of Planning is sending a representative who will explain to us how to create coherence with the national education agenda of Lao PDR and the regional as well as global goals. How to keep this overarching framework and at the same time break it down to national targets and indicators will be a challenge for all of us in our countries.

I am convinced that this regional consultation on lifelong learning and sustainable development is a very worthy attempt to enrich the on-going debates. A look at the agenda of our two days gathering shows that there is high level of information coming, some more political or theoretical, much very practical, and based on experiences which are provided as sharing for learning.

Let us take this opportunity serious for this very moment, and then create a momentum for further attempts to cooperate closer in this Asia Pacific region, and of course with Germany and Europe.

Again, thank you so much for joining, and welcome to the joy of learning!

Opening Remarks

HE Lytou Bouapao, Deputy Minister, MOES

Your Excellency Michael Grau, Ambassador Federal Republic of Germany,
Prof. Dr. Heribert Hinzen, Regional Director, DVV International,
Dr. Ka Saleumsouk, Director General of Non Formal Education,
Distinguished Guests, Ladies and Gentlemen,

on behalf of the MOES and my own behalf, it is a great pleasure and honour for me to have the opportunity to host and to chair the Regional Consultation on Education and Lifelong Learning for Sustainable Development. This is a very important event for all of our participants from the Asia-Pacific region to learn and to share experiences and best practices from each other in general and in particular for Lao policy makers and senior officials from central and local level to more deeply understand the importance of Lifelong Learning for sustainable development. This remains a barrier and a challenge for Lao PDR.

On this auspicious occasion, I would like to extend my warm welcome, congratulations, sincere thanks and gratitude to His Excellency, Mr. Michael Grau Ambassador of Federal Republic of Germany as well as Prof. Dr. Heribert Hinzen, Regional Director, DVV International and his team for the active initiative and continued support for Regional Consultations on Education and Lifelong Learning for Sustainable Development held in Vientiane as planned, and also special thanks to all Representatives from Development Partners, ASPBAE Executive Council members and staff from Australia, Fiji, India, Indonesia, Japan, Mongolia, Nepal, New Zealand, Philippines and Timor Leste, representatives from the Ministry of Education and Sports, Lao National University, Lao Mass Organizations, and the Secretariat of the organizing committee for their kind cooperation and partnership.

Ladies and Gentlemen,

the Regional Consultation on Education and Lifelong Learning is very meaningful for 21st Century skill developments generally, and particularly on how to fully achieve MDGs and EFA Goals as well as how to elaborate and implement the Sustainable Development Goals, the Global Education Meeting in Muscat through indicators focused on measurable outcomes taking into account national circumstances in order to “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”. Globally, regionally and nationally of course, there will be a new agenda for sustainable development goals, following on from the MDG and EFA.

Since in this year of 2015 Lao National Day will celebrate 40 years of independence, all sectors of development will be stocktaking and looking at achievements made. And more importantly, the New Revised Education Law and Sector Development Plan covering the years 2016-2020 will be finalized after consultation and appropriate decision-making processes.

All these historic events will have a strong bearing on education and Lifelong Learning in Lao PDR at village, district, provincial and national levels following the good outcomes of the three interconnected conferences related to Quality Education and Lifelong learning for All in Vang Vieng, Vientiane Province, 10-14 March 2014, the Study visit on Lifelong Learning in Korea, and the Regional Consultations on Education and Lifelong Learning for Sustainable Development.

In Lao PDR, the lifelong learning context, the definition of LLL applies to everyone of age 15 and above except professional students. Lao PDR has an expanding population reaching 6.6 million and a working age of 15 -60 years. In order to modernize and industrialize the country as well as to be an effective partner in the ASEAN Economic Community there is a critical need for more employment and Training opportunities. Education and LLL strategies should be well integrated into a coherent system whereby individuals should draw the maximum benefit from his or her learning which would be accredited and certified as well as addressing issues of access and equality of opportunity for lifelong learning opportunities for all.

That is why lifelong learning policy is developed in response to the need for the country's national education development in general and particularly for the need for promoting non-formal and adult education. It outlines a vision, goals, objectives, strategies and policy actions in line with the National Strategy visions up to 2020 so that the perspective plan (2015-2020) emphasizes LLL through provision of facilities for the acquisition of knowledge and skills including those who completed their knowledge and skills through: distance learning or flexible education.

Accreditation of prior learning and short courses requires development of an instrument to accredit learning and experience obtained outside the formal education system to enable accumulating approved credit to fulfill requirements for the awarding of a certificate, diplomas through alternative learning pathways.

To implement the LLL policy, distance learning has been established in remote areas through the setting up of public and mobile libraries, Community Learning Centers (CLC), provincial and district non-formal learning centers, to encourage the participation of the private sector,

development partners, and communities in LLL with incentives provided to those which operate in less developed areas.

To realise the Muscat and ASEAN's aspirations, there is an urgent need to promote the concept of lifelong learning for all and to build a learning society in our region. It is critical that the post 2015 sustainable development agenda and ASEAN socio-cultural community blueprint gives priority to lifelong learning for all and building a learning society.

National education systems can be planned, expanded and transformed to cater to people's learning and development needs, and to provide them with learning opportunities in all settings and modalities (formal, non-formal, informal) at every stage of their lives (infants, children, adolescents, adults).

So applying the concept of lifelong learning for all can help to build synergies between government policies in different sectors, in particular, education, employment, health, culture and welfare. Our steps forward include the following:

- To develop national policy and legislation to promote education and lifelong learning for all as integral to the national social and economic development plan and as a key component in the post 2015 sustainable deployment agenda;
- To establish a national coordination mechanism by involving all related public sector, private sector, civil society, development partners and other stakeholders;
- To increase financial resources in compliance with legislation and policy to promote education and lifelong learning for all and allocate an equitable share of investment across all sub-sectors of education.

Thus, during this consultation, it will be a good opportunity to learn from our distinguished international resource persons about the lessons, experiences, and best practices in the region and in the world for education and lifelong learning for sustainable development. Lao PDR has many weaknesses on quality education and lifelong learning so we wish to learn from the experiences of others. I would like to request our distinguished resource persons to advise us how to assure that LLL can be sustainable.

A key challenge is how can we mobilize and sensitize Lao citizens to pay more attention to education and see lifelong learning as central for individual empowerment, for eliminating poverty of households and at the community level and for broader social and economic development.



On behalf of the Ministry of Education and Sports and my own behalf, I highly appreciate DVV International's support for this lifelong learning for sustainable development conference in Lao PDR. I expect that the on-going strategic planning process initiated by DVV will facilitate and support the harmonization and alignment of both GOL and development partners in the improvement of equitable access and good quality education delivery through lifelong learning.

Last but not least, may I conclude my speech by wishing a very successful consultation, and recommend to Lao participants to not hesitate to ask and raise questions for any unclear understandings from international resource persons. I wish all of you good health and success on your career.

And may I now declare the Regional Consultation on Education and Lifelong Learning for Sustainable Development open. Thank for your kind attention.

Welcome Remarks

Maria Lourdes Almazan Khan, ASPBAE Secretary General

Your excellencies, distinguished guests, friends and colleagues,

It gives me great pleasure to be here and part of this regional consultation on sustainable development and lifelong learning, we are co-organizing here in Laos.

Allow me to begin my greetings this morning with a brief introduction about the organization I represent, the Asia South Pacific Association for Basic and Adult Education or ASPBAE. We are a regional network of civil society organizations – NGOs, community-based education organizations, university departments and institutes, national education campaign coalitions, women’s, youth, indigenous peoples organizations - bound by a common mission to advance the right to quality education and lifelong learning for all. We have been around for some time - having celebrated our 50th birthday last year! Our work through these many years has spanned areas of advocacy, capacity-building, training, policy research, documentation of good practice, leadership building, networking, and institutional strengthening. What gives us strength and soul is our strong and highly dynamic membership – over 200 organizations and individual members operating in around 30 countries all over the Asia Pacific region.

The theme of this consultation, *‘Ensure inclusive and equitable quality education and lifelong learning for all’* is very relevant and significant for us: it articulates the proposed goal of the new education agenda, post 2015 as defined by the broad global education constituency - that movement that has been at the front line and forefront of advancing the Education for All (EFA) aspirations and commitments for decades. Adopting this as the theme of this Regional Consultation is indicative of the value DVV International and indeed ASPBAE accord the debates and discussions currently underway to define the global education agenda of the future.

We, in ASPBAE, are conscious of the significance of this moment: in our experience, we are aware that decisions made about education policy in these processes led by the UN and UNESCO would hold strong sway on domestic/national education policies as national governments’ experience and performance around these parameters will be tracked and appraised. These agreements also set the global discourse on education, influencing donor aid policies and priorities.

While recognising the importance of this moment, our sights in ASPBAE are clearly towards looking beyond 2015. We believe it crucial to be working towards setting in place the competencies especially at the national levels to enable CSOs working with governments to participate effectively in the regional and national level processes that will concretize the internationally agreed goals, targets, indicators and framework of action in fully financed robust education sector plans at the country level. Even if the global agenda for education advances a lifelong learning perspective – which to us, is very welcome - much needs to be done to build the capacities and systems on the ground to concretise this in meaningful and effective ways, aligned with meeting the wider development aspirations of poverty eradication, good governance, sustainable development, and a just peace.

Allocations in national budgets to adult education and learning have been historically poor. Legislation, policies and systems for lifelong learning delivery in most parts of the Asia Pacific region remain weak. Adult, non-formal, technical and vocational training often suffer low prestige - reinforced by non-formal education provisioning remaining a poor quality option for poorer children and adults. Data and monitoring mechanisms on adult learning to effectively track progress, inform good policy and improve quality have yet to be developed in most countries in the region. Listening to the Honourable Deputy Minister, it is clear that there is much others can learn from the thinking and ambition of the Lao government on lifelong learning - especially on the interest to build the awareness of Lao citizens on their right to lifelong learning for their empowerment.

There is certainly much more that needs doing but a more hospitable policy environment in favour of lifelong learning that a new post 2015 education agenda will offer will certainly go a long way in securing the right to education and lifelong learning for all. We are thus committed to these twin thrusts in ASPBAE's work – ensuring a strong new global agenda and ambition for education and lifelong learning post 2015 on the one hand; and on the other, offering our own contribution as civil society in ensuring the realisation of this new agenda especially at the country level in meaningful and effective ways. It is in this spirit that we look forward to the dialogue and shared learning planned in this Regional Consultation over the next 2 days. We thank for your participation and presence, and your very warm welcome to us here in Laos. Thank you.

Welcoming and Appreciating ESD and GCEd as Partners for Lifelong Learning¹

J. Roberto Guevara², Ass. Prof. RMIT University and ASPBAE President

Welcome

Hands together held close to their hearts in a prayerful reverence the staff of the Non-Formal Education Development Center in Vientiane bowed their heads to welcome us. The gesture is called ‘nop’ in the local Lao language, but is familiar across many Asian countries to greet and welcome guests.

We were being welcomed during the first day of the Regional Consultation on Lifelong Learning for Sustainable Development hosted by the DNFE, DVV International and ASPBAE. I began my keynote to ask the participants who came from at least a dozen countries in the Asia-Pacific region how they responded to this gesture. Many said they had responded with the same gesture. I said that I had done the same, but as I got closer to each individual, I also extended my hand to shake the hand of the staff members. Some of the participants nodded their heads and said they also shook hands of the staff members.

I invited the participants to think about these two gestures, the ‘nop’ and the handshake during my presentation. While they are two very different gestures when observed, at the heart of these gestures is a common purpose, to welcome and give the guest an opportunity to reciprocate. I argued that this is similar dynamic between two global education initiatives, namely: Education for Sustainable Development (ESD) and Global Citizenship Education (GCEd) – very different names but when examined further they share a deep shared purpose and a challenge of how to reciprocate or work together. This is the purpose of my talk,

Significant alignment of context and purpose exists between ESD and GCEd, which is an excellent starting point for greater partnership. However, alignment of context and purpose does not necessarily result in partnership, despite the fact that it is a stated approach by both education initiatives. I will

¹This is the text of the presentation during the Regional Workshop on Lifelong Learning for Sustainable Development from 12-13 February in Laos. The main arguments presented draw from a longer article submitted to the *Adult Education and Development Journal* 2015.

²Jose Roberto ‘Robbie’ Guevara, PhD, is an Associate Professor in International Development at RMIT University in Melbourne, Australia and President of the Asia South Pacific Association for Basic and Adult Education (ASPBAE).

argue that the challenge is to become more aware of how we, the education practitioners and advocates and the institutions we work in need to learn to be global citizens with the *“understanding, skills and values [needed] to cooperate in resolving the interconnected challenges of the 21st Century”* (<http://www.globaleducationfirst.org/priorities.html>).

To explore these arguments I will mainly examine key documents prepared by UNESCO as part of the UN Decade of Education for Sustainable Development (DESD) and the more recent Global Education First Initiative (GEFI) of the UN Secretary General.

Alignment of Context and Purpose

Both ESD and GCEd share an understanding of the urgent, complex and interrelated world we live in, and a view that education has a key role to addressing these problems, if we are to achieve the vision of a more sustainable, just, peaceful and equitable future.

ESD arose from distinct priorities of the United Nations, education and sustainable development. The Decade was an outcome of the 2002 Johannesburg World Summit on Sustainable Development (WSSD). The International Implementation Scheme (IIS) prepared by UNESCO for the DESD in 2005, states that...

the environmental, social, and economic implications are enormous and touch many aspects of life of the world’s population. The overall goal of the DESD is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning (UNESCO 2005: 7).

Global Citizenship Education is one of the pillars of the UN Secretary-General’s Education First Initiative (GEFI), launched in 2012. To foster Global Citizenship is the third priority of GEFI with the two other priorities being to put every child in school and improve the quality of education. The GEFI describes the context and purpose of GCEd as:

these interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life (<http://www.globaleducationfirst.org/priorities.html>).

Both education initiatives are very much aligned in terms of a holistic contextual analysis and a commitment to quality education.

The DESD-IIS identified *“the four major thrusts of education for sustainable development: improving access to quality basic education; reorienting existing education programmes; developing public understanding and awareness and providing training”* (UNESCO 2005:6).

Similarly, GEFI aims to: *“put quality, relevant and transformative education at the heart of the social, political and development agendas; and generate additional and sufficient funding for education through sustained global advocacy efforts”* (<http://www.globaleducationfirst.org/about.html>).

Developing partnerships

Will alignment of context and purpose be sufficient to develop a strong partnership between these initiatives?

If the experience of ESD and EFA is anything to go by, cross-initiative partnerships are easier said than done. The DESD-IIS strongly endorsed the need to establish links across international education initiatives.

It is essential to situate the Decade with respect to efforts in which the international community is already engaged. In particular the Millennium Development Goal (MDG) process, the Education for All (EFA) movement, and the United Nations Literacy Decade (UNLD) have close links with aspects of the DESD. All agree on the central importance of basic education and the need to extend and enhance its quality (UNESCO 2005: 8).

However, one can easily count the instances in the public record where both EFA and ESD are acknowledged.

Mochizuki (2012) attributed this lack of synergy to stakeholders assuming a *“dichotomy”* between ESD and EFA. She argues that to address this *“we should go beyond the traditional ESD-EFA dialogue and start articulating education as a critical lever for realizing more resilient, equitable and sustainable societies”*.

This EFA-ESD dichotomy can be observed not just within UNESCO but even within civil society organisations I have worked with. Limited resources and tendering processes have resulted in organisations competing with each other.



This therefore confirms that the potential lack of cross-initiative partnership is less to do with alignment of context and purpose, nor is it about a lack of recognition of the need for partnership in the official documents. Therefore what is it that stops global education initiative from working more closely with each other?

Learning through participation and partnership

I would argue that establishing and nurturing partnerships requires a shift in how we conduct and manage global education initiatives, which is often very much in contrast with the way we characterise quality education.

One priority of the DESD-IIS is to reorient education programmes, which *“should be done in a holistic and interdisciplinary context, engaging society at large, but carried out by individual nations in a locally relevant and culturally appropriate manner”* (UNESCO 2005:29). Furthermore, it states that ESD *“uses a variety of pedagogical techniques that **promote participatory learning and higher-order thinking skills.**”* (UNESCO 2005:31, emphasis added)

Similarly, GCEd values “a learning process focusing not only on what students learn but also how they learn - about themselves and others, to learn to do things, and interact socially - **encouraging active and participatory roles**” (UNESCO 2014:18, emphasis added).

Therefore it is not enough for us to advocate for participatory education without embedding participatory approaches in the way we conduct and manage education initiatives. There is no lack of ‘best practice’ case studies of participatory approaches to teaching and learning. But I invited the participants to think of how many of their own groups and institutions actually manage their projects in a participatory manner?

I myself have been guilty of this same tendency. My experience as a popular environmental educator with significant community theater experience in the Philippines inspired me to develop teaching and learning approaches that were highly interactive and participatory. But we ourselves had to learn to become better with engaging the local communities we work with to identify the issues that were important to them let alone try to manage the small non-governmental organization we worked in a participatory way, despite the pressures of accountability to those who had funded our grassroots education work.

One example of this can be illustrated by the experience of working on a regional ESD project hosted by the Asia-Pacific Cultural Centre for UNESCO (ACCU) and UNESCO Bangkok Regional Office. When we were faced with the challenge of evaluating the eleven Innovation Projects funded and conducted across the Asia-Pacific region as part of the UNDESD, the tendency was to defer back to usual practice. As Nagata described,

“... recent ESD evaluation has emphasized the logical framework. One therefore worries that most of the reality of the lives that people are creating is being lost at the evaluation stage because it cannot be logically divided into parts, and that one is losing the kind of “qualitative feeling” of the projects.” (Nagata 2009:118)

The “HOPE Evaluation was proposed as a way lending importance to the “qualitative feeling” of ESD projects” (Nagata 2009:118). This was based on the HOPE ESD Framework¹, which stood for Holistic, Participatory and Empowering. It has since been expanded as an acronym for Holistic, Ownership-based, Participatory/Partnership and Empowering and recognised as both a pedagogical and evaluation framework for ESD.

How many of your own ESD projects have focused on participatory learning but have not as equally transformed how we can embed participation in how we design, conduct, manage, monitor and evaluate these projects?

¹See Shibao Tomoko (2013) *Our Journeys of HOPE. Tales of Hope III: EFA-ESD Linkages and Synergies*. Tokyo: ACCU.

The other example I draw from is my experience with the *Global Connections* program that highlighted that partnerships, like participation, are easier to describe than to achieve.

Global Connections was designed to engage secondary school students in Australia and youth groups in Indonesia in learning about global citizenship through exchanging communication pieces about issues that were relevant to them. The program which ran from 2005 - 2011 was managed by Plan Australia, a child-centred development NGO, in coordination with a number of local schools in Melbourne. In Indonesia, the project was coordinated through Plan Indonesia and their own youth groups, which were either community-based or youth in detention centres. The program drew on models of 'development education' or similar terms like 'global learning' and 'global education' which referred to education aimed at building an understanding of international development issues in more developed country or donor country contexts (Bourn, 2007).

A participatory evaluation using the Most Significant Change (MSC) developed by Davies and Dart (2005) was conducted from 2006 in Australia and Indonesia, focusing on gathering stories from young people about what they learned and their own perceptions of themselves as global citizens. However, similar to the ACCU Innovation Projects, the evaluation tended to focus on the learning outcomes of the youth as the key learners, but not as much on the "qualitative feeling" or the experience and outcomes, for the institutions or the partnership element of the *Global Connection* Program.

King (2012: 181) conducted additional interviews of the key individuals who were involved in the partnership. He argued that the partners developed slightly differing impressions about the effectiveness of the program, based on their own educational frameworks, despite the fact that the program was still recognized as transformative across these frameworks. Therefore, according to King (2012:181), establishing partnerships requires, "*active negotiation of organisational roles and processes alongside consideration of educational outcomes.*"

Concluding observations

I have attempted to illustrate that ESD and GCEd are aligned in the understanding of context and purpose and have a shared endorsement of the need for partnerships. However, advancing these global education initiatives requires that we ourselves, as educators, advocates, project managers and policy makers need to learn (or unlearn) how we actually engage in participation and in partnership.



Appreciation and Thanks

At the end of the Regional Consultation I revisited the ‘nop’ gesture. I expressed my sincere thanks and appreciation to all the participants for generous engagement during the workshop.

I held out both hands - to show that we have learned much from the experiences of hands-on practice, about gender mainstreaming, effective PowerPoint presentations, adult literacy programs among minorities, and vocational training to name a few.

I placed both hands on my head - to show how we have learned new knowledge but also have been motivated to rethink of some of our assumptions about lifelong learning, sustainable development and global citizenship.

I held my hands together, like “nop” close to my heart - to show how the passion and commitment that has been displayed for the work we do without forgetting the need to laugh, to play and to have fun will help us face the challenges of the journey ahead.

I finally concluded that I find it difficult to bring my hands together - to show that the wealth of the lessons shared and learned are difficult to capture and compress. And if ever I succeed in pressing my palms together - my heart will burst with energy.

I hope that in the future, when someone greets you with a ‘nop’ or a handshake, we will be able to recognize that underneath the different gestures is an invitation to participate and to partner in achieving the broader goals for a sustainable future. May ESD and GCEd policy-makers and practitioners heed the call and travel this journey together.

Resources

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Flexible Learning Strategies.

Equivalency Program in Lao PDR and Myanmar

Eunjae Shin, Ass. Programme Specialist, APEAL, UNESCO Bangkok

Background

In spite of significant strides made in meeting the Education for All (EFA) goals, the educational gap remains large in Lao PDR. The country has particularly struggled to meet EFA Goal 3: *Learning needs of all youth and adults*. The youth literacy rate remains at 84%, leaving 112,000 adolescents out of school. Adult literacy (EFA Goal 4) is also low at 73%. These illiterates are often excluded from main economic activities and continue to live in poverty.

While significant improvements have been made to reduce the gender gap, the enrolment situation is still in favour of boys, with primary and secondary level GPI at 0.93 and 0.83, respectively.

In Myanmar, gender disparities in literacy are also particularly striking, with more than half of youth and adult illiterates in the country being female. According to the EFA Global Monitoring Report 2012, there are over 200,000 female youth illiterates and 1.8 million female adult illiterates in the country.



Access to education is likewise a pressing challenge, with approximately 1.2 million of Burmese adolescents currently not in school.

Poverty and marginalisation are major causes of exclusion. Children in rural or remote communities in both countries have less access to educational opportunities. Disabled and working children, children belonging to indigenous groups and linguistic minorities, nomadic children and those affected by HIV/AIDS are also denied the right to an education.



Given the abovementioned barriers to education present in the two countries, UNESCO Bangkok, through the generous assistance of the Government of Japan, has been supporting Lao PDR and Myanmar in developing gender-sensitive equivalency programmes (EP) at the lower secondary level. The two-pronged objective of this project is to: (1) address both countries' low literacy and primary education completion rates for girls and female adolescents; and, (2) offer second chance education to unreached youth and adults. In light of the project's strong gender component, gender sensitivity training was incorporated into EP development training so that it addresses the needs of female learners.

EP is a flexible alternative learning programme under Non-Formal Education (NFE) which is linked to the formal education system. After completing EP,

learners can be mainstreamed into formal education. These programmes offer an equivalent certificate to formal lower secondary education with a stronger focus on life skills development. Graduates from the programme will be able to advance to formal higher secondary education or re-enter the labour market with basic vocational and enhanced life skills.

Building on UNESCO Bangkok's long history of robust work in capacity development in both countries, this project aimed at further developing the capacity of key government officials in designing education curriculum and teaching-learning materials.

Within the framework of the project, UNESCO Bangkok supported the Department of Non-Formal Education (DNFE), Ministry of Education and Sports (MOES), Lao PDR, in the development of the life skills component of its EP for lower secondary education. In Myanmar, UNESCO Bangkok provided technical assistance to the Department of Myanmar Education Research Bureau (DMERB), Ministry of Education (MOE), Myanmar, in designing the curriculum framework and materials of the EP for Non-Formal Middle School Education (EP NFMSE).

Results achieved

Since 2008, UNESCO Bangkok has been supporting the DNFE in developing an EP for lower secondary education.

The project's milestones include the successful conduct of a needs assessment, the development of the EP curriculum framework, and the development, piloting and printing of teaching-learning materials. EP implementation began during the 2011-2012 academic year in 17 provinces across the country.

Specifically, UNESCO Bangkok provided technical assistance to the DNFE in developing textbooks for the life skills component of the EP. Textbooks and teacher guides for three life skills strands, namely Basic Vocation, Social and Community Development and Quality of Life, were produced as a result of two materials development workshops held in 2013. Representatives from government (MOES and relevant Departments), academia and civil society were heavily engaged in the process.

Textbooks on the life skills components of the EP (Basic Vocation, Quality of Life and Social and Community Development) were piloted in 2013. An initial 20,000 copies were subsequently printed. In addition, teacher's guides on

Culinary Arts, Handicrafts, Small Business Enterprises and Home Gardening subjects were also developed.

In Myanmar, textbooks for 27 subjects with corresponding teacher's guides had been preliminarily drafted and are currently undergoing review.

As a result of UNESCO's continued support to DNFE, to date 38,357 learners (of which 53 percent or 20,120 are female) have completed the EP in Lao PDR since it was implemented in 2011. For the academic year 2013-2014, a total of 64,420 learners were enrolled in the programme (Years 1-4, equivalent to Grades 6-9). 53 percent (34,296) of the learners are female.

The way forward

Moving forward, UNESCO Bangkok and the Government of Japan will continue their support to Lao PDR and Myanmar by scaling up the EPs on a national level. Concretely, this will be achieved through the following:

- *A Five-Year EP Strategic Plan for Lao PDR.* This fully-costed, evidence-based plan will serve as the main planning and management instrument for the government to progressively scale up the programme during the next five years in line with the priorities, goals and targets identified in the national Education Sector Development Plan.
- *Comprehensive EP Capacity Development Programme for Myanmar.* With a specific focus on NFE teachers, this activity will develop the capacity of NFE-sector personnel in the nationwide piloting of EPs.



Vision of Education and Sports Development to 2030, Strategy to 2025 and ESDP (2016-2020)

Sithong Sikhao, Head of Division, Department of Planning, MOES

Vision to 2030

“By 2030 all Lao citizen will be equitably access to quality education and develop themselves to become good citizen, have good behaviour, healthy, have high skills and capacity, become professionalism in self and national sustainable development in order to reduce the gap between the rich and the poor as well as between urban and rural area and to align with regional and international agenda”.

Missions

- All girls and boys are ready for primary school through participation in quality early childhood care and education, including at least 1 year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.
- Ensure most youth and adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.
- Ensure most youth and adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training.
- Ensure that all learners are taught by qualified professionally trained, motivate and well supported teachers
- Improve quality and relevance of basic education to ensure the youth use this knowledge into agriculture-economic development with a focus on providing basic business skills and knowledge so that they can run their own family business particular in remote areas.
- Broadly expand vocational and technical education and higher education to respond to the demands of labour market in new term and to improve the economic outputs;
- Strengthen education and sports management from central to local with a focus on development of education administrator to become professionalism.



Overall Direction

- Focus on quality human resource development, qualified skills to respond to the demands of entrepreneur in each period in both quantity and quality.
- Education and sports development must be central work of human resource development to have comprehensive growth, better quality and opportunity for lifelong learning for sustainable socio-economic development.
- Human resource development should follow 3 characteristics and 5 education principles with assurance of technical science skills, attitude, technology, information, communication and foreign languages.

Education and sports strategy framework to 2025

Education and sports strategy framework to 2025 will focus on 5 areas as below:

- Improving quality of general education
- Improving Quality of Teacher education
- Improving Post secondary education
- Improving Education management and capacity development
- Strengthening National Sports

Education and Sports Development Plan 2016-2020 Broader Goal

Education and Sports Sector has appropriately structure and resources to provide equality education and sports for Lao population to benefit from socio-economic development in order for Lao PDR to graduate from least developed country status by 2020.

Overall Policy directions 1

Ensuring equitable access for all to education services: All children have access to all type of ECE services, primary schools, secondary schools and then opportunities to continue learning. For children who are unable to access formal education alternatives will be provided. Increase the number of children and youth that have access to all education levels with a focused attention on equity and access for the most disadvantaged areas and groups of children. Increase opportunities for children to finish 9 years education with a good knowledge and reasoning and logic skills who can build these skills and knowledge through technical training, higher education and other means.

Overall Policy directions 2

Enhancing the quality and relevance of learning: All children and youth have access to relevant and quality learning experience enabling them to contribute effectively to the growth of the nation. Ensure learning is of high quality and relates learning to socio-economic goals of the country and of local contexts; a quality framework that provides learners, parents, communities, teachers and managers with outcome standards and monitoring and reporting against these.

Overall Policy directions 3

Ensuring effective leadership and management of education staff at all levels: Education services are provided effectively and efficiently. Efficient and professional management provides best value (with a focus on results), timely and relevant monitoring and reporting of results with effective feedback, measures for accountability and mechanisms for adjustment to policy, strategy and programs at both national and subnational level.

Key Indicators

1. Enrolment of 3-5 year children reach 55%;
2. Gross enrolment rate of 5 year old children reaches 80%
3. Survival rate to grade 5 reaches 95%
4. Net enrolment rate in primary reaches 98%

5. Transition rate to lower secondary education reaches 95%
6. Gross enrolment rate in lower secondary education reaches 85%
7. 75% of lower secondary graduates must continue their study in upper secondary education, 15% enrol in vocational education
8. Gross enrolment rate of upper secondary education reaches 60%;
9. Literacy rate of the target group 15-24 reaches 99% and 15 and above reaches 95%.
10. 60% of upper secondary graduates continue their study in vocational education.
11. 20% of upper secondary graduates are able to continue their study in university, among these 20% get scholarship from government.
12. Target of new trainee intakes are 5,000, among these 40% % get scholarship from government.
13. 20% of education administrators receive upgrading on education management each year including planning, budgeting and monitoring and evaluation.

Non-Formal Education: Context

- Under EFA FTI program as well as under government program, MOES provided equivalent programs to illiterate youth and out of school children. Government allocate some budget to MOES to pay for volunteers who help teaching in the equivalent programs.
- Apart from that MOES mobile teachers who travel to the remote villages to teach youths and the hard-to-reach children.

Challenges

- Lack of teachers, teaching and learning materials
- Community Learning Centers need to be reactivated
- School block grant policy not fully implemented

NFE Policies

1. Expand NFE to out of school AND drop outers especially in remote area, with particular attention to gender equality and the most marginalized.
2. Improve NFE quality
3. Expand NFE to lower secondary education and increase vocation training to youths
4. Promote lifelong learning.

Draft of the National Lifelong Learning Policy and Strategy

Ounpheng Khammang, Deputy Director General, DNFE, MOES

National policies to support NFE

- ❑ National Education Law 2008: National Education is an unique system comprised both formal and non-formal education parallel and equivalent in all grades and all levels.
- ❑ 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.

Non-Formal Education Policies

- ❑ 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 primary, secondary education and higher education, bachelor, master degree to get upgraded by the model and method of general education and continuing education for 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;
- ❑ Develop and expand NFE centers at regional, provincial, district levels and community learning centre by ensuring qualitative and sustainable.

Progress made for developing a national lifelong learning policy framework

- Review national Non-formal Education policy up to 2020.
- 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 primary, secondary school and higher education, bachelor, master degree to get upgraded by the model and method of continuity education, remote education, general education of lifelong learning.
- Review National Education Law 2015, lifelong learning would be introduced.

Vision statement of lifelong learning

Lifelong learning in the context of Lao PDR is to provide favourable condition to Lao People to access to quality education through various learning sources covering all areas, in order to develop oneself, based on one's own potential and opportunity. This is to develop human resource to meet the needs of the country's socio-economic development as well as to build the country a learning society.

Goal of lifelong learning

- A coherent education system from pre-school to higher education must to provide the opportunities for everyone to acquire basic skills, a qualifying education and a solid foundation for lifelong learning. There must be equal opportunity and room for all.
- The education program mostly is MoES national standard currently move regional. The education system is to foster talent and be more accommodating to weak learners. Quality is given pride of place and education must match the needs of the labour market and society.

The Objective of lifelong learning

Lifelong learning in Lao PDR is aims to Lao People active citizens, have science perspective, acquire knowledge and skills land actively participate in the country' social economic development as well as promote self-development from early childhood stage to elderly stage to improve their quality of live.

Lifelong learning as a comprehensive integrated and holistic system (formal, non-formal and informal learning) and values all kinds of learning experiences which keep pace with rapid social change, thus we need be considered as following pointed:

- All forms of Education and learning should be based on building on knowledge, skills and competences of individuals.
- Development mechanism to ensure the best possible conditions for learners to choose education programme and participation in Lifelong learning in accordance and link social economic development and relevant to the real situation of each community.
- Promote Lifelong learning at all kind of form learning from primary to tertiary level.

- Reform equivalency programme curriculum, methods of delivery and accreditation system under skill and competency-base framework.
- Non Formal Education and continuing training improved opportunities are to be created promoting visibility and recognition and individual's prior learning.

Policy and strategy of Lifelong learning

One of the main lifelong learning strategies has been is the policy developed by the NFED which is the main agency for Non-formal Education and Informal Education. It is called NFE road-map. In order to develop the roadmap, the road map is composed of 9 policy and strategy:

1. Get to the target: Facilitation and necessary support for learning will be made available so that learning and teaching can take places at all times and locations to assess lifelong learning in order to improve oneself quality of life.
 - Improve the existing regulations and legal frameworks to be relevant and create more opportunity for lifelong learning.
 - Strengthening Central, Provincial, and district technical personnel, facilitator and partnership networks on providing Lifelong learning activities.
 - Consolidate and strengthen networks of Education institutions, community learning centers, participation in Lifelong learning.
 - Promote and support partnership and networks in order to mobilize resources from government and development partners.



2. Provide Lifelong learning opportunity to all target group with through various channel.
 - Provide and expand various kinds of learning activities to serve targeted groups throughout the country whether basic education, vocational and skill training and informal education in order to match the market demand.
 - Development the mechanism on capacity building of NFE personal and others to provide lifelong learning to match the needs of the labour market and society.
 - Improve the linkages all kind of learning form to assess to lifelong learning for all target groups needs.
 - Improve and development education quality standard for curriculum and learning material in lifelong learning.

3. Strengthening Education institution and networks capacity for Lifelong learning.
 - Be integrated and complimented lifelong learning plans in the existing policies of central to local level.
 - Improve and expand community education centres and other learning centres in order to provide various kind teaching and learning activities easy to assess all target group with good quality.
 - To expand cooperation with development partners, NGO, public sectors concerned in development Lifelong learning effectiveness operation.
 - Promotion and support institutional concerned and network provides lifelong learning.

4. Provide Lifelong learning with various channels, flexibility methods, opening and easy to assess for all target group with standard framework.
 - Conducting various approach of lifelong learning activities based on learner needs and local wisdoms.
 - Selectively wider access to Non formal Education and Informal Learning for all target groups.
 - Promote participation and involvement of local authority and community in planning of Lifelong learning activities.

5. Teacher and staff development on Lifelong learning.
 - Introduce Lifelong learning for Teacher Training colleges and TE network to provide teaching and learning effectively.

- Promote and support individual and communities, who have knowledge and skills to provide Lifelong learning activities.
 - Provide opportunities for teachers and others who would to upgrading their knowledge and skills continually.
 - All sectors are all invite to participate of capacity building of teachers and staffs on Lifelong learning in all levels.
6. Curriculum Reform and all form of learning, be relevant to the needs and National social economic development and leading eventually to regional and international level.
- Integrated appropriate and updated life skills and ICTs into vocational curriculums with relevance to community needs.
 - Review and develop curriculum, teaching and learning material and methods in accordance with the way of life quality enhancement.
 - Promote the wider participation in Information learning within Lifelong learning concept.
 - Integrate contents and teaching methods of Lifelong learning of Regional level to national level.
7. Development measurement and evaluation system in the line with various learning methods and Development quality and standard system for knowledge and experience transfer or accreditation system.
- Development preferment based Monitoring and evaluation system.
 - Develop mechanism to validate and recognize informal and non-formal outcomes so as to motivate people to self-learn and enrich their knowledge.
 - Cooperation with institution concerned in formulated regulation and operation guideline of Education quality standard of knowledge and experience transfer from formal education to Non formal education and information learning by issued the certificate as reference.
 - Wider organize a variety of awareness raising program of anyone who take part in lifelong learning activities and completion their learning annual basis.
 - Development flexibility of Lifelong learning systems through various approaches and having the transferring system of all form of learning.
8. Promote the participation and involvement of local stakeholder and development partners in Lifelong learning.
- Promote the participation of public and private sectors in development of conducting Lifelong learning.

- Cooperation and collaboration with development partners in development regulation framework and documentation for Lifelong learning in Lao PDR concept.
- Cooperation and collaboration with institution concerned from international organization and other stakeholder concerned in development learning as well as testing assessment methodology to be appropriate with learners.

9. Strengthening management of Lifelong learning system.

- Set up a lifelong learning promotion committee based in the Ministry of Education and sport in which the committee members should comes from both public and private sectors from central and local level.
- To develop mechanism to facilitate participation and coordination among authorities, sectors at all levels as well as public and private sectors on Lifelong learning development.
- Develop the data base system which can identify and connect every target group and link with learning account through information service centres with easy to access by learners.
- Budget and investment in the Lifelong learning, mobilize needs funds from communities, international organization, the private sector and from other resource based on decentralization.



Report and reflection: Lifelong Learning study tour of Lao delegation to Korea

Somsy Southivong, Director, Non-formal Education Development Center

Based on the official letter of Invitation for the study tour on lifelong learning in Korea was proposed by DWV International, Vientiane Office, no.Lao-27.1/155.14, dated 10.10.14.

A high level delegation of the Ministry of Education and Sports, Lao PDR under the leadership of HE Vice Minister Lytou Boaupao spent a week from 9-14 November 2014 to study policy and practice of lifelong learning in Korea. The visit was organized by DWV International whose regional office is in Vientiane in collaboration with the Korean Federation of Lifelong Learning and funded by the Federal Ministry of Development and Cooperation, Germany.

The Objectives of the Study Tour:

- To collect information and exchange views on good practices of lifelong learning in the context of the republic of Korea.
- To reflect the revision of the Education Law as well as the future formulation of lifelong learning and lifelong education policy and strategy in the context of Lao PDR

The Participants:

1. H.E Mr. Lytou Bouapao, Vice-Minister of Education and Sports
2. Assoc. Prof. Dr. Sisamone Sithirajvongsa, Permanent Secretary, MOES
3. Ms. Yangxiale Deputy Director-General, Pre-school and Primary Education, MOES
4. Ms. Philany Phitsamay, Head of Evaluation Division, DNFE, MOES
5. Mr. Somsy Southivong, Director of NFEDC
6. Prof. Dr. Heribert Hinzen, Regional Director, DWV International, Vientiane Office

The Places of Visiting:

- Ministry of Education, Science and Technology Department of Lifelong Education.
- National Institute for Lifelong Education (NILE)
- Korean Education Development Institute (KEDI)

- Korea Research Institute for Vocational Education and Training(KRIVET)
- Centers for Lifelong Education at the city/province: the Gwang Myeong and local other lifelong learning centers.
- Universities: Soon Chun Hyang, Korean National Open University and KOICA.



The Education and Economic Development:

The Period of 1948-1960:

- Reconstruction of Education system
- Universalization of Primary Education & Literacy Eradication
- Foundation for Economic Development
- Contributed to the Development of Agriculture & Light Industry

The Period of 1961-1980:

- Universalization of Secondary Education
- Expansion of Vocational Skills Education
- Labor Force for labor-Intense Manufacturing
- Skill-Required Heavy Industry & Chemical Industry

The Period of 1981-1997:

- Reinforcement of Vocational Education
- Expanded Opportunities for Higher Education
- Quality Improvement
- Highly Skilled Labor Force
- Economic Reconstruction to Technical Industry



The Period of 1998-Present:

- Education for Creativity, High-Tech, and Quality
- Lifelong Education
- Knowledge-based Labor Force
- Knowledge-based High-Tech Industry

Lifelong Learning in Korea

- Korea supports tailored LLL for citizens in all ages to receive education.
- Korea establishes a five year plan for LLL promotion: 1st plan (2000-2006) is to expand the opportunities of LLL for all, 2nd plan (2008-2012) is to promote a creative learning for competitiveness nationwide included making learning society. The 3rd plan (2013-2017) is to expand the higher education system, college-based LLL system in local community and on/offline supporting system.

Lessons Learnt:

- There are responsible organizations and implementing agencies from the top to local community such as the Ministry of Education, Science and Technology, National Institute for Lifelong

Education(NILE), Lifelong Learning Cities(90), municipal/provincial LLL promotion centers(7) and municipal/provincial parent support centers(92).

- Lifelong Learning Act was established in 1999 and amended in 2009.
- The Vision and a long plan for education development were formulated, especially LLL.
- High qualified personnel to recruit/employ in the institutes and centers from the central to local levels.
- Universities play a vital role to provide LLL for adult learners by establishing center for LLL and offering a degree program and non-degree program.
- Mayor/governors have directly responsibility for supporting LLL in their city/provinces, prescribed in the Constitution and Lifelong learning Act.
- There are permanent buildings, equipment; materials include advanced technology to organize LLL activities.
- Enough budget to support LLL activities from the central to local government and individuals.
- The strong co-operations from the central & local government, private sectors universities, colleges and other organization and agencies included communities to support and organize LLL.



ASPBAE, Lifelong Learning and the Post 2015 Debates

Maria Lourdes Almazan Khan, ASPBAE Secretary General

It is a pleasure to have the opportunity to meet and dialogue with you on a very important theme: '*Ensure inclusive and equitable quality education and lifelong learning for all*'. This 'theme' articulates the proposed overall goal of the new education agenda, post 2015 as defined by the broad global education constituency - that movement that has been at the front line and forefront of advancing the Education for All (EFA) aspirations and commitments for decades.

Adopting this as the theme of this Regional Consultation is indicative of the value DVV International and indeed ASPBAE accord the debates and discussions currently underway to define the new global education agenda after 2015.

We, in ASPBAE, are conscious of the significance of this moment: We are aware that decisions made on education policy in these processes would hold strong sway on domestic/national education priorities as national governments' experience and performance around these parameters will be tracked and appraised. These agreements also set the bar for the global discourse on education, influencing donor aid policies and focus.

I will share with you in my brief remarks today, ASPBAE's analysis of the emerging outcomes and processes so far – from the perspective of a civil society organization, fiercely committed to advancing the right of all to education and lifelong learning.

Let me start with briefly describing the processes: The first thing to say is that there is not one (1) but two (2) processes defining the new education agenda: 1) one, which is steered from within the EFA movement, if you like, led by UNESCO and culminating in the World Education Forum in May 19-22, 2015 in Incheon, Korea; 2) the second process is within the UN system, as part of the process defining the new development agenda – the agenda that will succeed the Millennium Development Goals (MDGs). Education is part of this development agenda.

The EFA movement defining the new education agenda

The agreements on the new education agenda arising from the EFA dynamic represents the broad global education constituency's internal appreciation of what the post 2015 education agenda should be – borne of its experience

over the last decades of EFA, building on the lessons of EFA and cognizant of the unfinished EFA agenda and new challenges to education the more contemporary context holds. The EFA global architecture offers the main mechanism for developing this agenda. The EFA Steering Committee comprised of representatives of the different EFA stakeholders – UNESCO member states, EFA convening agencies (World Bank, UNICEF, UNDP, UNFPA), OECD, E9, civil society and the private sector drafted a proposed new education agenda from a draft prepared by UNESCO (and presented to the 37th UNESCO General Assembly in 2013).

This draft agenda was then presented to a broader EFA formation – the Global EFA Meeting or GEM which has more or less the same constituencies as represented in the EFA Steering Committee but in larger numbers, for an even wider mandate. The Global EFA Meeting convened in May 2014 in Muscat, Oman and agreed on draft new agenda for education post 2015. This new agenda, defined in the language of an **overall goal** and **targets** is outlined in what is now popularly referred to as the “Muscat Agreement”. The overall goal for education as agreed is - *‘Ensure inclusive and equitable quality education and lifelong learning for all, by 2030* (which is the theme of this Consultation) – along with seven (7) targets spanning the areas of early childhood care and education (ECCE), primary and secondary education, youth and adult literacy, skills for work and life including TVET, upper secondary and tertiary education, education for sustainable development and global citizenship education, quality and teachers, and education financing.¹ The Muscat Agreement is the main reference document for the regional preparatory conferences in the run up to the World Education Forum, May 2015 in Korea. The preparatory conference are envisaged to offer platforms for a broader debate among UNESCO member states on the new global education agenda, validating and particularizing the identified goal and targets within each of the region’s peculiar contexts and realities. The first of this Regional Consultation was organized in the Asia Pacific in August 2014 in Bangkok – called the ‘Asia Pacific Regional Education Conference’ or APREC. The participants of APREC – UNESCO member states from the Asia Pacific region, UN and donor agencies and civil society agreed a Bangkok Declaration which endorsed the Muscat Agreement and called for bolder targets for the region in several aspects such as : 1) in universal or 100% youth and adult literacy (where the Muscat Agreement targets called for a yet unspecified target less than 100%); 2) 12 years free and compulsory basic education (where the Muscat Agreement called for 10 years); 3) 6% of GDP for education as a target for domestic financing of education (where Muscat

¹Muscat Agreement, Final Statement of the Global Education for All Meeting. Oman: UNESCO. May 2014.

offered a range of 4 to 6% of GDP). The Bangkok Declaration also affirms education as a fundamental human right; underscores the need to strengthen the public education system as a primary focus of innovative financing; stresses the value of non-formal education and the importance of recognition and support for alternative learning pathways for children, youth and adults, cognisant of diverse learning contexts and needs especially of marginalised groups.

It is envisaged that the outcomes of the different regional preparatory meetings will inform the discussions and final agreements during the Korea Conference – where the *“post-2015 education agenda, to be approved at the World Education Forum 2015 will be an integral part of the global development agenda to be adopted at the UN Summit in New York City in September 2015”* (Muscat Agreement). Meanwhile, the EFA Steering Committee is also discussing appropriate **indicators** for the agreed targets, cognisant of the fact that some of these targets are not yet measurable in both qualitative and quantitative ways. It has been the held belief of the framers of the new agenda that “global education agenda starts from the broad aspirations of the global community, and not merely reflects indicators that currently exist. Policy imperatives should drive measurement, not vice-versa.”²

The World Education Forum in Korea in May 2015 will also agree a **Framework of Action**, outlining the agreed goals, targets, indicators and the overarching vision and principles that inform these – and very importantly, the implementing mechanisms to meet these goals and targets. It would define the means by which governments would translate these goals and targets into national level plans and strategies based on their individual contexts and starting points. It will also define the coordination architecture as well as partnerships, coalitions and alliances for the implementation of the post-2015 education agenda at global, regional and national levels; recommend the means for financing, monitoring and reporting on progress in delivering on the new education agenda.

Defining the new development agenda

The processes defining the new development agenda post 2015 – and the education agenda within this, involved a far more (understandably) complex set of processes, steered at the UN offices in New York. From 2012, there have been a set of thematic consultations, selected consultations at the national level, online consultations, a High-level Panel on the Post 2015

²Draft Framework for Action of the Post 2015 Agenda (draft dated 2 February 2015), Paris: UNESCO, February 2015.

agenda, and various other global consultations including with the private sector, researchers, and of course, civil society. The UN Secretary General's Report³ of July 2013 presented to the UN General Assembly signalled the consensus arrived at from these various processes at that point on the direction and content of the new development agenda.

Meanwhile, the Rio+ 20 Conference of 2012 mandated that a new set of Sustainable Development Goals (SDGs) be defined but set within the overall process of defining the new MDGs – ensuring only one set of universal, global goals on sustainable development. The main process for defining these was through a 30-member Open Working Group (OWG) of the UN General Assembly, tasked with preparing a proposal on the SDGs. This body met through 2014 and became the main arena for negotiations and discussions on the new development agenda post 2015. The OWG submitted its report in July 2014 – outlining 17 goals and 169 targets. One of the goals – Goal number 4 is on education, ensuring so far, a stand-alone goal for education: *'Ensure inclusive, equitable quality education and promote lifelong learning opportunities for all'*. It defined 7 targets for education and 3 means of implementation (MOI).⁴

Comparing the Muscat Agreement and the OWG agenda on education

What are the features of the Muscat Agreement and the Open Working Group recommendations on education? How do they compare?

Both are firmly built on a recognition that education is a human right. Both agendas advance a lifelong-learning framework – a progressive departure from the earlier almost-sole focus on a formal, school-based agenda. Both are framed as an agenda of universal application, addressing education issues of both richer and poorer countries. They both build on the unfinished EFA agenda and address new challenges of equity, inclusion, global citizenship and education for sustainable development as imperatives in the new order.

The goal language of the Muscat Agreement is stronger in its recognition of a lifelong learning framework: it calls for *ensuring* lifelong learning for all by 2030; while the OWG goal language refers to *promoting* lifelong learning *opportunities*.

³ UN Secretary General's Report, 'A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015', New York: United Nations. July 2013

⁴ Open Working Group Report to the UN General Assembly on the Sustainable Development Goals. New York: United Nations. July 2014



They are however both weak in **explicit recognition** of the value of non-formal education although the Muscat Agreement is a step ahead of the OWG recommendation in its reference to ‘training’ and its appreciation of the need for ‘skills for life’ where the OWG only focuses on skills for work, mainly through TVET, secondary and tertiary education. Recognition of the value of life skills as priority however, opens some more latitude for making the case for non-formal education - as these so called ‘life skills’ or the competencies enabling people to adapt and assimilate change, to continue learning, to be creative and innovative, to work well with others are best acquired through non-formal, informal learning channels aside from through formal education. They are both wanting in ambition for adult literacy, both falling short of calling for universal adult literacy. Both also differentiate targets for youth and adults when literacy as a human right is supposed to be indivisible by age or any circumstance. The Muscat agenda offers a more evolved understanding of literacy as a continuum not a “dichotomy of literates and illiterates”. Literacy as such is a continuum of proficiency levels”, these levels being context specific and dynamic i.e. evolving over time. The Muscat agreement calls for *“a proficiency level in literacy and numeracy sufficient to fully participate in society”* while the OWG calls for *‘achieving literacy and numeracy’* like there exists a magic line to cross over into ‘literacy’ from ‘illiteracy’.

On many other points, the Muscat agreement is stronger:

- In having a specific goal on teachers – appreciating the key role of *‘qualified, professionally-trained, motivated and well-supported teachers* for **all learners** in ensuring education quality. The OWG refers to

- an increased supply of qualified teachers and international cooperation for teachers training – ignoring elements of motivation, just wages, good working conditions of teachers as essential elements for quality teaching.
- In having an explicit goal on domestic financing for education, calling for 4 to 6% of GDP allocations to education; the OWG is silent on education financing
 - In calling for ‘compulsory’ basic education – in keeping with existing Human Rights conventions such as the UN Convention Against Discrimination in Education
 - In explicit reference to early childhood care and education and at least one (1) year of free and compulsory ECCE.

Clearly, for us in ASPBAE, the Muscat agreement is the stronger one of the two documents even with its existing limitations.

So what are the next steps?

For the New York-based processes defining the new development agenda, the main set of processes on stream are ‘intergovernmental negotiations’ from January to July 2015, organised mainly around developing the Outcomes Document of the new agenda. This document is envisaged to be of four (4) components: 1) a political declaration; 2) a set of Sustainable Development goals and targets; 3) means of implementation and partnerships; and 4) follow-up and review systems. The intergovernmental sessions scheduled once a month from February to May 2015 are thus organised to discuss each of these components; and thereafter, 2 sessions in June and July will focus on the draft text of the Outcomes document.⁵

There were two streams of thought among UN members states in this process: one, inclined to reopen debate on the proposal of the OWG, finding the recommendations too long and unwieldy (there are, after all, 17 goals and 169 targets in the OWG proposal); but there is a strong push from many, among them the G77 countries including China to stay with the OWG proposal – perhaps improve on these a bit - but not reopen the debate. The view is this proposal came about after a very long negotiated process that it makes little sense to disrupt carefully arrived at unities. The desire to stay with the OWG-defined agenda is dominating to date and in a strong way, it seems. So far, the sense is that the language of the goals and targets may be slightly amended if there are serious technical concerns about these –

⁵Draft decision submitted by the President of the General Assembly, ‘Modalities for the process of intergovernmental negotiations on the post-2015 development agenda’, New York: United Nations. December 2014

otherwise, there is strong reluctance for major amendments, certainly not in adding more goals or targets. There is also a process of defining indicators for these targets and the UN Statistical Commission has been asked to present a draft set of indicators before the March intergovernmental session scheduled to discuss goals, targets and indicators.



It has to be said however that judging by the UN Secretary General's Synthesis Report released in December 2014, there is a veiled preference from the office of the UN Secretary General to have the goals and targets "rearranged... in a focused and concise manner". This is dangerous, in ASPBAE's view. For education, it risks the goals and targets being oversimplified and narrowed down in their essence under the guise of 'precision' and brevity. We are wary of another MDG – or 'minimalist development goals', the lowest common denominator of the global community's aspirations defining the agenda of the future.⁶

As far as the education constituency is concerned, the preparations for convening the World Education Forum in May in Korea are on stream. The EFA Steering Committee is discussing the indicators being proposed by a Technical Advisory Group (TAG) and is currently on debate about the features

⁶Synthesis Report of the Secretary-General on the Post-2015 Agenda, 'The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet'. New York: United Nations. December 2014.

of the Framework of Action. UNESCO, as with other specialised UN agencies have been asked to offer their technical appraisal of the OWG goals and targets. From what ASPBAE could gather - as is their mandate - the attempt is to bring the OWG language on education, closer to the Muscat Agreement – and UNESCO is making the case with the UN from the standpoint of technical soundness.

At this stage, there is limited interest for parallel global agendas on education so strong efforts are in place to cohere, harmonize the outcomes from the Korea and New York processes on the goals, targets and indicators – the essence of the agenda. For us in civil society this means having to be proactive and persistent in efforts to influence the new education agenda in both platforms – New York and Korea. We are aiming to further improve on the emergent consensus so it is more strongly embedded in a rights-based and lifelong learning framework and is attentive especially to the needs of marginalised groups.

Clearly we are also aware that the work does not end in 2015- and ASPBAE's sights are towards sustaining efforts beyond 2015 to ensure that the commitments to advance equitable, inclusive quality education and lifelong learning for all are strongly pursued and are well and fully met.

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Proposed Indicators for the Post-2015 Education Agenda. ASPBAE Presentation and Recommendations

Helen Dabu, Capacity Support and Advocacy Advisor
Rene Raya, Lead Policy Analyst, ASPBAE

This presentation is about indicators that are proposed for the post-2015 global education agenda which was prepared by the Technical Advisory Group that includes experts from UNESCO, UNICEF, EFA Global Monitoring Report, UNESCO Institute of Statistics and the World Bank. The proposed indicators are consistent with the education goals and targets identified in the Open Working Group (OWG) and the Muscat Agreement of the EFA Steering Committee (EFA SC). ASPBAE commented on these indicators based on a broad consultation with members and partners. We now want to share these indicators and hopefully, add your voices in this consultation process. Before going on, it will be helpful to have a simple discussion about the meaning of indicators, targets and benchmarks to make sure that that we are level off and have a common understanding. This brief discussion will provide simple examples for better understanding of the indicators.

So what are Indicators? An Indicator is commonly understood as a Measure, or a Pointer to show the status or the level of progress or achievement. For example, a body thermometer measures body temperature; a speedometer of a car measures the speed of the car; and a weighing scale measures the weight on an individual. In the same way, a Literacy Test measures the Literacy Rate of group of people or the entire population of a certain age bracket. So, indicators guide us by knowing the status and whether we are on track – whether our body temperature is normal or not; or whether the car is moving too slow or too fast.

What are Targets? Targets are what we aim for. Thus, if we are sick, we want our body temperature to go down to the normal level. If we need to arrive at a certain time to attend a conference, we can estimate what the speed should be to make sure we arrive on time. If we are on a diet program, we may want to reduce our weight by 5 pounds in 2 months. Or we want to achieve a 95% literacy rate for a certain province in our country. So targets are very important to set our aim that is desirable.

What are Benchmarks? This comes from the words Bench and Marks to indicate a Reference Point, or an ideal or desirable level. Thus, the normal or ideal body temperature is 37 degrees. The ideal weight for an Asian 5 feet and 4 inches tall ranges from 110 to 134 pounds. In freeways, the minimum speed should be 60 kilometres per hour and the maximum is 100 kilometres

per hour. These are a few examples of reference points or benchmarks which are the ideal or desirable levels. In the education sector for example, we use the spending level of 6% of Gross Domestic Product as a benchmark or ideal spending level.

In the discussion of the proposed indicators below, we will cover only the most important ones (not all the proposed indicators), and we then present ASPBAE's comments and additional indicators that we think are important.

Proposed Post-2015 Education Indicators

On Basic Education

The post-2015 education agenda targets on basic education cover early childhood care and education (ECCE), primary education, and secondary education.

EFA SC Target 1: By 2030, at least X% girls and boys are ready for primary school through participation in early childhood education care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized. For ECCE, the guide concepts that were used to set the indicators are readiness for school, participation in and quality of early childhood development, care, and pre-primary education, and provisioning of at least one year free and compulsory pre-primary education. Below are some of the indicators proposed:

- Early Childhood Development Index (ECDI)
- Participation rate in organised learning (3-4 years old)
- Gross pre-primary enrolment ratio
- Child-educator ratio / pupil-teacher ratio
- Countries with one year of free and compulsory pre-primary education in legal/institutional frameworks

ASPBAE recommends that there should be more indicators to show the dimensions of care and holistic child development, and to include more input indicators such as professional development of day-care teachers and facilitators, and provision of programs to address nutrition, hygiene, socialization and other interventions for child development.

EFA SC Target 2: By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.



The proposed indicators below for primary and secondary education are based on guide concepts such as achievement of relevant learning outcomes, completion of primary and secondary education, access and participation in primary and secondary education, quality of primary and secondary education, and provisioning of at least nine years of free and compulsory education:

- % of children who achieve minimum proficiency standards relevant to their age group/grade in reading and mathematics
- Primary and secondary education attainment rate
- Number of out-of-school children and adolescents
- Pupil-teacher ratio
- Countries with nine years of free and compulsory basic education in legal/institutional frameworks

ASPBAE recommends adding proxy indicators for quality such as professional development of teachers in both formal and non-formal settings, process indicators such as quality standards in place, teacher participation and autonomy, and student participation. Indicators should also include affirmative actions of governments to improve access (to reach the unreached) and quality standards.

On Skills and Competencies

Skills and competencies can be divided into three categories:

- Skills/competencies for knowing (“foundational skills”), including literacy and numeracy

- Skills/competencies for doing (“specialized skills”), including occupation-specific and generic skills/competencies; and
- Skills/competencies for being and for living together (“transferable or transversal skills”), including intra-personal and inter-personal skills/competencies.

EFA SC Target 3: By 2030, all youth and at least x% of adults will reach a proficiency level in literacy and numeracy sufficient to participate in society, with particular attention to girls and women, and the most marginalized.

EFA SC Target 4: By 2030, at least x% of youth and y% of adults will have the knowledge and skills for decent work and lives through technical and vocational education and training, upper secondary education, and tertiary education and training, with particular attention to gender equality and the most marginalized.

EFA SC Target 5: By 2030, all learners will acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies; including through global citizenship education and education for sustainable development.

The proposed indicators under these post-2015 education targets are guided by concepts such as knowledge and skills for employment, decent work, and entrepreneurship, participation in technical and vocational, upper secondary and tertiary education and training, proficiency in literacy/numeracy to fully participate in society, and participation in literacy/numeracy programs. Some of the key indicators proposed are:

- % of youth/adults with problem-solving skills
- Participation rate in technical and vocational programmes
- Participation rate in education and training over the past 12 months (25-to 64-year-olds)
- Youth/adult literacy rate
- Participation rate in literacy programmes over the past 12 months(as % of illiterate 25-to 64-year olds)

ASPBAE recommends that there should be input indicators showing affirmative actions of governments in meeting these targets, per capita costing of alternative learning programs and literacy courses should be computed and compared to per capita cost of secondary education, and literacy rates should be computed by wealth status, location, ethnicity, capacities, and caste. Access and quality indicators showing transition towards acquiring skills for life and work can also be collected from other Ministries.

On Equity

The EFA SC targets highlighted equity in the post-2015 global education agenda and suggested the inclusion of monitoring indicators that capture not just average trends but also how these trends may differ between population groups defined by group and individual characteristics, such as sex, wealth, location, ethnicity, language, or disability.

The proposed indicators, however, are still limited to the following:

- Parity Index on Attainment Rate by Gender
- Parity Index on Attainment Rate by Economic Status (poorest 20% and richest 20%)
- Parity Index on achieving minimum learning outcomes by Gender
- Parity Index on achieving minimum learning outcomes by Economic Status (poorest 20% and richest 20%)

ASPBAE recommends that parity index should also be computed for completion and literacy rates. There should also be disaggregation by location (rural-urban), ethnicity, language and disability. ASPBAE also recommends the inclusion of indicators on funding allocation to support appropriate learning programmes for disadvantaged and excluded groups.

On Literacy

EFA SC Target 3: By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalised.

Literacy is no longer limited to the ability to “read and write, with understanding, a short simple statement about everyday life.” The term functional literacy is now used to refer to the ability to engage in activities to effectively function and participate in the community and the larger society. It implies a higher skill level than that required to read or write a simple statement. This is reflected in the following proposed indicators:

- Percentage of Youth and Adults proficient in Literacy Skills
- Percentage of Youth and Adults proficient in Numeracy Skills
- Participation rate of Illiterates in Literacy Programmes

ASPBAE further recommends that proficiency means being able to participate meaningfully in social, political, and economic activities. It is also important to include indicators that will measure parity by gender, economic status, ethnicity, rural-urban, and physical abilities. Another important indicator is the Per Capita Cost of Literacy Programmes to ensure that adequate funds are also allocated for literacy programmes.



On Global Citizenship and Sustainability

EFA SC Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development. Global citizenship education and education for sustainable development refers to a broad range of skills, competencies and knowledge that equip students for addressing the challenges and opportunities of complex societies, relevant to promotion of environmental sustainability, global awareness, and appreciation and respect for diversity. Learning outcomes include knowledge, attitudes, values and behaviours, creativity and critical thinking, cooperation and leadership, and motivation.

The following key indicators are proposed:

- Percentage of Students with Knowledge on Global Issues – Ex. Environment
- Percentage of Students participating In Citizenship education
- Affirmative attitudes on Equality, Participation in Governance, Environmental Protection

ASPBAE asserts that global citizenship education and education for sustainable development should not only cover students, but all, particularly the out-of-school youth who are participating in alternative learning programmes, and adults enrolled in literacy programmes or skills development courses. It is important to incorporate appropriate modules in

varied skills training courses, livelihood programmes, information campaigns, and other non-formal and informal education programmes.

ASPBAE recommends the inclusion of the following indicators:

- Percentage of youth and adult learners with knowledge of Global issues; participating in citizenship education; and with affirmative attitudes on Equality, Participation in Governance, Environmental Protection
- Percentage of Youth and Adults with access to Global citizenship education and education for sustainable development
- Competencies in ESD, including management of waste, disaster risk reduction
- Include Peace and Human Rights Education as part of the Global citizenship education

On Teachers

EFA SC Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers. Teachers who are professionally trained, qualified, well-supported and motivated are key to ensure quality instruction. Clear indicators are needed to consider these factors that contribute to quality teaching. The proposed indicators on teachers are listed below:

- Percentage of Qualified Teachers (Based on National Standards)
- Pupil to Qualified Teacher Ratio
- Percentage of Trained Teachers (Based on National Standards)
- Teacher salary in comparison to other profession
- School environment factors affecting Teacher's Motivation

ASPBAE recommends that apart from salary, indicators on benefits, participation, work load and professional growth are important factors that contribute to teacher's motivation and quality of teaching. The following additional indicators are proposed:

- Benefits, Tenure, Incentives for Teachers
- Participation of Teachers in School Governance
- Academic load, Non-Academic load of Teachers
- Opportunities for Professional Growth

On Finance

EFA SC Target 7: By 2030, all countries allocate at least 4%-6% of their gross domestic product (GDP) or at least 15%-20% of their public expenditure to education, prioritising groups most in need; and strengthen financial cooperation for education, prioritising countries most in need.

Spending levels for education indicates the political will on the part of the government to prioritise education in its overall development strategy as shown in its expenditure program. As explained, the key indicators proposed are on public expenditure and Aid, specifically the following:

- Public Education expenditure as % of GDP
- Public Education expenditure as % of Total Public Expenditure
- Total Aid to Education
- Total Aid to Basic Education

ASPBAE recommends that apart from these indicators, it is also important to monitor indicators that show the impact of government spending and governance policies on disadvantaged groups. The following additional indicators are proposed:

- Share of disadvantaged groups in the government budget
- Percentage of students in private schools and in private learning programs
- Schools fees and other school charges such as books, uniforms, examination fees, and contributions
- Transparency of school budgets and plans
- Participation of community stakeholders in school budgeting and governance



Education, Adult Education and Lifelong Learning. Excerpts from the ASPBAE Lifelong Learning Toolkit¹

Cecilia Soriano, Programmes and Operations Coordinator, ASPBAE

Lifelong learning is a catch-all phrase for all kinds of learning. This makes it immensely challenging as well as confusing to advocate for education reforms that will make sure that the rhetoric “lifelong learning for all” is translated into policies and programmes that will truly benefit people from all walks of life.

To help its continuing advocacy on lifelong learning (LLL) with focus on youth and adult education, ASPBAE developed a set of resources drawing from civil society's extensive experiences in Asia-Pacific. This toolkit aims to help education advocates to articulate lifelong learning policy asks in their countries especially with respect to the discussions around the post 2015 education agenda, the CONFINTEA VI follow up, ASEAN 2015 and other regional/global platforms. Its specific objectives are to 1) Describe how LLL is conceptualized in the Asia-Pacific and 2) Describe programmes, financing, governance (management) arrangements of LLL programmes run by CSOs and their links with government programmes/recognition/certification modes.

To generate lessons from the long experiences of its members working on community-based education for youth and adults, ASPBAE interviewed eight organisations from four sub-regions: South East Asia, South Asia, East Asia, and South Pacific. Below is a list of the organizations included in the study:

- Asosiasi Pendamping Perempuan Usaha Kecil (ASPPUK), Indonesia - South East Asia
- Education for Life Foundation - South East Asia
- Abhiviyakti Media for Development, India - South Asia
- National Resource Center for Non Formal Education, Nepal - South Asia
- The "PRINCESS" center for the protection of girls and young women's rights, Mongolia - East Asia
- Shanti Volunteer Association, Japan - East Asia
- Foundation for Rural Integrated Enterprises for Development (FRIEND), Fiji - South Pacific
- Adult Learning Australia - South Pacific

¹Chona Sandoval is the lead researcher and writer of the ASPBAE Lifelong Learning Toolkit. Cecilia “Thea” Soriano presented highlights of the thematic interviews with ASPBAE Members, which is part of the Toolkit.

The results of the study were analyzed using thematic analysis. Results are divided into two parts: Conceptual Definitions and Description of Lifelong Learning Programs.

Conceptual Definitions

The Global Report on Adult Learning and Education (GRALE) released in 2013 by UNESCO Institute for Lifelong Learning noted that there are vague and overlapping definitions amongst Member States on the definitions of lifelong learning and adult education. More so, there are no clear policies on lifelong learning and adult education.

Since NGOs have long been in the forefront of adult education, their sustained work in running effective youth and adult education programs can significantly inform government orientation and policies. ASPBAE interrogated the NGOs' definitions on education, adult education and lifelong learning. The summary of responses below is not only instructive but presents a wealth of concepts generated from NGOs' meaningful practices that can guide policy advocacy on youth and adult education. These concepts can further spur exchanges to enrich youth and adult education provision in communities.

A. Education

Summary of Responses:

- Education is perceived as a system of learning from life, for life and throughout life. It is also considered as a learning process. For others, it refers to access to a learning environment. Education covers children, youth, or adults. In some culture, particular emphasis is given to education of women.
- Learning can be accomplished through formal or non-formal systematic means. Based on the responses, Education appears to cover primary school to higher education, including vocational-technical. For some, education is considered to be broader than schooling. It is perceived as life-wide (longitudinal). It can also be self-directed, experiential, and can occur at home, in the community, in the farm, forest, and in different settings and contexts. From this perspective, learning content varies and includes areas such as health, access to resources, livelihood, community development, women's rights, and political education.
- Based on responses, the purpose of education is generally to develop the learner through the acquisition of knowledge, skills, and values. Education is meant to develop the innate qualities of the person.

Greater access to resources, sustainable living, improvement of the quality of life, increased self-identity, a more holistic life, and liberation of the self by connecting with one's nature and spirit are some of the higher goals associated with the acquisition of learning.

- Education is envisioned to transform society and empower people. Education is envisaged to work towards autonomy, independence, democracy, and justice, and to change the whole milieu towards a more gender-fair environment.

B. Adult Education

Summary of Responses:

- **Adult Education** is perceived as knowledge-building that is purposeful, systematic, and sustained. In general, it includes learners aged 15-18 years and above. Another organization sees it as education of adults irrespective of location, language, and context.
- Adult education is primarily meant to equip a person with vocational or livelihood skills. However, there is also a growing perception of adult education as integral - involving the acquisition of basic reading, writing, numeracy skills; improvement of existing skills set or capacities; gaining new forms of knowledge, skills, attitudes, or values; and even as a tool for advocacy or for accessing resources.
- As in education in general, adult education is accomplished through multiple learning systems - literacy, basic education, non-formal learning, citizenship, livelihood, continuing professional education, experience-based learning, continuing skills development, workforce development, entrepreneurial education, and popular education, to name a few.
- Adult education is traced to the social change movement in Latin America. Since then, it was seen to have developed into affirmative action/participatory approach. At present, some organization perceives adult education not only as skills development to access decent income or to enhance economic status but as a broad overall development of the individual. It still includes community service, health, environment, and livelihood but it is also undertaken to develop the self, to realize one's potential, or to bring about a larger social change agenda. For certain groups of people, adult education means an awareness of one's identity as a person, finding meaning of this identity in the history of one's people and identifying one's role in the contemporary times/society.
- Similar to education, adult education is envisioned to transform society and empower people. It is envisaged to enhance [adult] relationship, responsibilities and social engagement as citizens in order to improve the quality of life.

Definition Of Quality Adult Education:

The criteria for defining quality education have been developed mainly in the formal education system. Quality indicators include well-established school buildings, textbooks, licensed teachers, tests and son on. Non-formal and community-based education, because of their unstructured provision, where learning is focused on what the learners need, have a different definition of quality education, and for that matter - quality adult education. The eight NGOs interviewed defined quality based on three criteria 1) Based on set standards 2) Responsive to the needs of learners and 3) Promotes equity.

1. Based on set standards

- Education that provides appropriate learning outcomes
- High standard learning environment
- Meets quality standards that are relevant to the local setting
- Education that passed quality assessment/quality accreditation process
- Education that is perceived to be of higher value relative to others

2. Responsive to the needs of the learners

- Context-specific: In tune with what adults desire to learn; what makes sense to them
- Relates to goals and purposes rather than standards. Quality depends on what your goal or purpose is (e.g. employability, livelihood, entrepreneurship, effective citizenship, participation in social change, advocacy or participation in democratic processes) .
- Relevant, effective and efficient

1. Relevant: learner-centered, context-based, responsive to their problems, and uses [appropriate] teaching-learning activities (there should be practice). Uses local language.

2. Effective: What are learned (knowledge and skills) should be practiced in learners' daily life and community life – income generation, women's empowerment, reproductive health, water and environment

3. Efficient: Financial resources and human resources, and organizational capacity to monitor and evaluate programs. Community support is crucial to quality adult education - local resources.

3. Promotes equity:

- Gender equality perspective:
 1. Good quality education is when women have access to, control of resources and benefit from these resources/increased income.
 2. It is affirmative as it proposes more for women than for men/boys because women lack access compared to male.
 3. Enables women to have the power to change the policy from inside decision-making processes and adopt people's issues.

4. In teaching and learning process, quality adult education should have women as center of the process.

C. Lifelong Learning

Summary of Responses:

- **Lifelong Learning** is considered as a life-wide, continuous learning process. It is perceived by some as recursive (repetitive?) and cyclical. It is seen as an act of the learner and includes learning in all its forms. From a more progressive standpoint, life itself can be seen as education and thus, part of lifelong learning.
- Since lifelong learning covers all ages, the approach can be formal, non-formal, informal, and incidental. It can also take place in a range of environments: the workplace, the home, the community and in formal institutions. It can be linked with literacy, information technology, library education, mass media, issue-based education, continuing education and other similar approaches. The daily life of women - time for the self, relationship with their husband and children, role in the family and community, daily and future planning - can also be considered as part of lifelong learning.
- Lifelong learning is seen as a way to expand knowledge, skills, and perspectives in areas that may include livelihood, social, cultural, well-being or any other spheres. Same as education and adult education, lifelong learning is aimed at transforming society and empowering adults. Sustainable living is also considered as one of its outcome. Lifelong learning for the women is envisioned to make them more independent, free, and having access and control to resources such that their quality of life is raised. In general, lifelong learning is considered essential to developing learning societies.
- Some organizations consider lifelong learning as having the following outcomes: (1) enable our growth as human-beings and which motivates us to search for meaning and social transformation, (2) to be competitive in the global economy, and (3) for the people to develop their living standards.

Definition Of Quality Lifelong Learning:

1. Based on outcomes:
 - Education that provides appropriate learning outcomes
 - Quality is about outcomes (standard varies):
 - a. Recognition of the learner that they learned something
 - b. Social recognition of the learning. This can be institutional (e.g. certificate or diploma) or market-based (recognized by customer/company/etc. that the person is really good)

- Geared towards tapping each individual's talent and potentialities so that they can improve their lives and transform their societies as learning societies.
 - Gender justice: Quality lifelong learning should increase quality of life, increase political awareness of women, and enable women to handle their problems in life and gender-related issues.
2. Based on standards:
 - Learning spaces and the learning tools are of high quality and meet the required standards
 - Meets system requirements
 3. Responsive to the needs of the learners:
 - Context-specific:
 - a. Responds to sustainable way of living.
 - b. Includes traditional knowledge on heritage, sustainable living, medicines, food preservation, crafts etc.
 - c. Takes into account adult learning styles and include experiential and participatory learning using relevant methodologies.
 - Learner-centred; suited to the context
 - Meets the learners' needs, desires, and wants
 - The best practice would be to adapt self-directed learning mode for learners.

Link Between Education and Development

What is education for? The eight NGOs that ASPBAE interviewed work with communities in the margins, thus their work also operate in the fringes. The public education system or mainstream education promote education geared towards the labor market. The work of NGOs are oriented towards empowering youth and adults who lack access to education and equal opportunities in the economic and political spheres of society.

For the eight NGOs education:

- Education is to transform society
- Education is integral to sustainable development with a gender perspective.
- Adult education is in line with Universal Sustainable Development (SDG, etc)
- Life Long Learning ensures that all those who require learning are able to maximize opportunities for sustainable living.
- Education is a means to right to engage in a collective learning process to understand the context and dynamics of power, the culture of domination and silence in communities, and to create spaces for dialogue, reflections and actions that challenge the existing structures of

control over resources for emergence of local visions of change and transformation. The vision of change is local and its actions must rest with the learning communities.

Summary

- **Education is integral to development**
- **Adult Education is part of lifelong learning, and lifelong learning** is conceived as essential to developing learning societies.
- **Adult Education and Lifelong Learning** are envisioned to empower adults and transform society. They are meant to create sustainable living conditions. Adult Education, as part of lifelong learning, is aimed to enhance [adult] relationships, responsibilities and social engagement.

Description of Lifelong Learning Programs

Looking at the youth and adult learning and education being implemented by ASPBAE members, they cover programs that depict the everyday life and concerns of people. The forms can be through non-formal and informal education, delivered through community-based or sector-based education.



The teaching-learning strategies are interestingly varied which include the learning through actual setting up of institutions such as micro-enterprises.

At the core of youth and adult education of ASPBAE members are the youth and adults themselves where the wealth of experiences are respected and their diversity of learning needs are recognised. The ultimate “test” of their learning is in their ability to transform their life and the lives of others in their community.

Type/Form	Specific Programs	Target Learner	Teaching-Learning Strategies
<ul style="list-style-type: none"> • Non-formal Education • Adult literacy • Women’s Education • Empowerment of Teenage Mothers • Social Empowerment • Civic Participation • Grassroots leadershipGrassroots empowerment 	<ul style="list-style-type: none"> • Development of books and improving public school libraries • Livelihood • Financial literacy • Values education • Disaster mitigation • Food security • Personality Development • Culture and Heritage • Health and Well-Being • Trauma Healing • Civic Participation • Entrepreneurship • Employee/Staff Development (integration of personal and professional learning goals of the individual) • Negotiation • Conflict Resolution • Sexual rights of women • Women’s and Girl’s right to educationFamily/domestic life of women/mothers 	<ul style="list-style-type: none"> • Ageing population • Women • Young Mothers • Youth • Indigenous Peoples • NGO staff 	<ul style="list-style-type: none"> • Self-directed • Experiential/learning-by-doing approach • Talks • Regular meetings • Co-learning (interdependence of the facilitator and the learner) • Set-up of financial institutions • Combination of classroom learning and distance learning • Training of trainers • Partnership approach • Popular education



Role of the Learner, Educator, and Community

- In an LL Program, the learner is given the opportunity to actively engage in the learning process. It appears that a majority of the organization consult the learner in the content and design of the learning program. The needs of the learners are considered and the organizations ensure that the local culture is considered in the conduct of the education program. For one organization, learners decide the topics of the learning discussion and they also choose the speakers to be invited. Another organization uses video documentaries of the learners so the participants can learn from their own successes and failures.
- The educator generally plays the role of a facilitator, except for one organization where they invite speakers who are considered as subject matter experts (SME). Facilitators design the program and prepare the materials needed in the conduct of the program. In one organization, training of trainers is conducted so the learners eventually become the facilitators of the learning process.
- Since majority of the program are conducted in a community setting, members of community organizations are involved in the process. In most cases, the organization members are also the learners of the program. Linkage with organizations such as farmers' organization, Islamic women's organizations, local government women's institutions,

local press, teachers' organizations and nurse's organization is developed by one organization. One organization that helps in improving public school libraries form library management committees, with members coming from the community. One organization said that they do not encourage community participation at the moment.

- Partnership with the government differs across organizations. Some organizations are accredited by the government; another organization has a MOA, while another is "controlled" by the government. Relationship of one organization with their government is administrative in nature while with another organization, the relationship is merely reportorial. Some organizations mentioned "links" with the government but did not elaborate on the nature of the relationship. Many of the organizations interviewed are funded by their government in one way or another.



Community Learning and Action for Climate Change

Dominic M. D'Souza, Associate Director, Laya Resource Centre, India

Laya, one among many member-NGOs of ASPBAE, has been working at the community level with a key focus on climate change and sustainable development. Laya's journey of involvement in climate change began in 1993, and in 1996 Laya in collaboration with other likeminded NGOs set up the 'Indian Network on Ethics and Climate Change (INECC)'.

Laya-INECC

The key focus of Laya-INECC has been to observe, understand and relate with the impacts of climate change on communities in various ecosystems in India: mountainous, forests, coastal, arid (also semi-arid), and urban. The key impacts experienced by communities are mainly erratic rainfall and rise in temperatures, which have implications on the cropping patterns and their livelihood. In response to these impacts, ways of coping and making communities resilient are being explored. These implications of climate change on the 'marginalised majority' in the global South are ignored in climate negotiations. The culprits, who have caused the problem, are in reality transferring the burden on this majority that has been suffering the impacts of climate change.



Community Voices in Policy Choices

More important is the fact that the voices of the marginalized communities most impacted by climate change are missing at the international level. They, the indigenous people in particular, have treated forests as their habitat and their sustenance and have built their culture, social systems, economy and very identity around these resources. They object to the forests being considered only carbon sinks and expect the decision makers to respect their sentiments. It is important for the decision makers to negotiate with these communities and find a way of sharing their livelihood to the benefit of all.

Hence, over these years Laya-INECC has interacted with civil society organisations (CSO), technical persons and official bodies like the government ministries in its efforts to present the grassroots' communities' perspective to the 'official' decision makers. A slogan, 'Community Voices in Policy Choices', was coined in 2002 and to this end, INECC relates with relate our grassroots experiences with researchers, scientists and analysts, who can articulate policy elements within the perspective of communities' voices.

Studies and Actions

More recently, Laya-INECC has undertaken climate vulnerability studies of grassroots' communities in the coastal, urban, forest, arid/semi-arid and mountainous ecosystems. These studies focus on the impacts of climate change and the coping mechanisms by which the communities are building resilience to these impacts.

One of the key developments in the last few years has been Laya-INECC's engagement with rural energy needs which has led to the development of an integrated perspective on decentralized energy options in the context of climate change: solar systems (individual home lighting systems and community based lighting systems), fuel efficient cooking stoves, hydrams and nano-hydels. This has enabled reflection and action on developing a low carbon pathway. Several pilot initiatives have been taken up by member NGOs on decentralized energy options across ecosystems. Such cases reveal that renewable energy can be accessible even to the remotest of regions and that government should not link fossil fuel based energy with development. However, it is important to upscale such initiatives particularly in the energy starved remote areas because there needs to be critical level of engagement among NGOs to influence policy decisions for decentralization of energy.



Climate Change Education

We have attempted to situate ‘climate change education’ process in the context of the ‘educational for sustainable development (ESD)’, where the issue of climate change is viewed as a result of unsustainable development. The focus of climate change education is on the grassroots’ communities at one level and educational institutions at the other, particularly in the urban context. So far a fairly helpful template for curriculum building has been worked out focusing on the four key elements of climate change: manifestations of the impacts; political-economic causes; ethical value implications; and relevant actions.

At the community level the awareness, reflection and action processes are minimally structured and flexible; but at the school and junior colleges level a relevant curriculum has been attempted. The initiative also involves:

- Developing materials in local languages for target communities in various eco-systems;
- Collation and development of materials focusing on climate justice with students in institutions;
- Workshops and sessions with students in educational institutions;
- Engaging with media, government officials, and politicians.

Laya-INECC and ASPBAE: Shared Concerns on Education for Sustainable Development (ESD)

Under the auspices of ESD, we have been exposed to environment education, climate change education, and integration of disaster risk reduction in education. However, the concept of ‘sustainable development’ appears to be sanitized of its political-economic roots of growth (greed). Hence, unless our articulation of ‘sustainable development’ and ‘education for sustainable development (ESD)’ questions the current paradigm of development, its political economy (growth without equity and inclusiveness, which is not only unjust but threatens the very survival of the planet itself), there can be no real change in the mindset and behaviour to articulate and adopt sustainable development pathways. It is with this perspective that we need to engage with the United Nation’s new development agenda of Sustainable Development Goals (SDG).



Policy and Practice: School-based Response to Climate Change in the South Pacific - Kiribati

Dr. Timote M Vaoleti, United Nation University (UNU) Regional Centre for Excellence in ESD, Waikato, New Zealand

This paper discusses the collaborative partnership between UNESCO (Pacific), MOE Kiribati, Indigenous Māori and Pacific Adult Education Charitable Trust (IMPAECT*) and the University of Waikato (UNU RCE Waikato) to map the existing curriculum across all the school subjects in Kiribati to assess the extent to which Education for Sustainable development (ESD) and Climate Change (CC) related areas were being taught at schools. This partnership also consulted the local communities and relevant stakeholders within and outside Kiribati to inform the development of a Climate Change (CC) Curriculum Framework (CCCF) for Kiribati.

To ensure that the research and construction of CCCF was holistic, owned by Kiribati, partnership was strategic, strong academically and had international relevancy, the lead investigators (the author) and the research team will discuss how the team used the Tokyo Declaration 2009 of H.O.P.E (Holistic, Ownership-based, Participatory and Empowering) framework to consult and develop this project. It is my hope that this school based CC and ESD development will have some elements that our friends and educators in the Lao PDR can adapt to their context and school system to cope with the changes that 21st century demands on their land and way of life today.

Multi-level policies and implications for local and Pacific classrooms

The Secretary-General of the United Nations, Ban Ki-Moon, has stated that climate change is the defining issue of our era” (UNESCO, 2010, p. 3). Nowhere is this more the case than in small islands states and coastal areas, home to some of the most vulnerable peoples, an ever growing majority of the world’s population. The CC threat to Kiribati will be total, it is the loss of aba (fonua, land) and with that, base of identity, the means to live a way of being that is unique to their geography and history. This is their story and one journey of radical hope to use a CCCF to preserve a nation’s cultures so that I-Kiribati can continue to live according to their founding values and ways, even if some of them migrate to worlds they are yet to conceive.

For the Republic of Kiribati, CC is already being felt to the extent that urgent attention led by the Office of the President is urgently underway. At the United Nations level, the Republic has involved itself extensively with the many agreements that acknowledge the challenges and problems that Small Island

Developing States (SIDS) face in the effort towards achieving sustainable development including the United Nations Framework Convention on Climate Change, Barbados Program of Action and the Millennium Development Goals. It is also party to the United Nations Framework Convention on Climate Change as well as the Kyoto Protocol.

At the regional level, the Niue Declaration on Climate Change (Pacific Islands Forum, 2008) has never diminished in importance and this was re-emphasized at the 2010 and 2011 Forums with intensity. At the 2010 meeting of the Forum in Vanuatu the leaders accepted the need to mainstream climate change into national plans and systems as well as developing appropriate adaptation strategies (Bedford & Hugo, 2011).

Kiribati currently adheres to its 2010 National Framework for Climate Change and Climate Change Adaptation which stresses the importance for the close coordination, consultation and planning for the development and implementation of activities and initiatives that have relevance to Climate Change Adaptation (CCA) and Climate Change Mitigation (CCM). It has also requested a whole-of-nation approach including the ongoing implementation of a national curriculum for climate change education for schools in Kiribati (Office of TeBerentitenti, Republic of Kiribati, 2010). The National Adaptation Program of Action (NAPA) is also a key reference document.



The mandate for climate change education is clearly articulated in Article 6 of the UNFCCC, which speaks to education, training and public awareness and access to information in relation to climate change. UNESCO is asked to assist countries to implement activities in the area of education. The Bonn Declaration, Chapter 36 of Agenda 21 and the 2009 UNESCO International Seminar on Climate Change Education also highlights the importance of ensuring appropriate educational mechanisms are in place for addressing climate change.

From the local level, culture is a people's very humanity and identity. Kiribati's boundaries have expanded with growing globalization and the cash economy assuming greater centrality in the lives of Pacific peoples, the traditional skills, language and culture are being gradually sidelined into the peripheries. Kiribati's physical land is already being affected by rising seas, a steady flow of migration, the persuasion of mass (western) media, and the society is experiencing change in all aspects of life; impacting on the well-being of the people and the nation's capacity to build a strong future. By studying their heritage and reconceiving value in Kiribati knowledge and worldviews, young learners will be able to take their place within the changing Kiribati community as confident, informed and responsible citizens.

Three pillars ESD identified as society, environment and economy. An essential dimension and driver of these pillars is culture which is a way of being, behaving, relating, believing and acting that people live out through a process of change and exchange with other cultures (Thaman, 2009). From a Pacific perspective, education for sustainable development is education for cultural survival and continuity (Vaiotei, 2011). Thaman (2009) offers a solution to both these factors by positing that it is important to hold on to the philosophies and the cultures especially in terms of resilience strategies. She suggests a total transformation of the way we behave and are educated in the industrial countries and the Pacific, which up to now, have been moving Pacific people and their communities in a direction that is leading to unsustainability. Kiribati's extreme vulnerability to CC identifies it as a nation commanding attention (Teaero, 2009). Education then is seen as the most suitable vehicle to respond to CC and SD.

Kiribati

The Republic of Kiribati is comprised of 33 low lying islands spread over four million square kilometers, yet its total land area is only 726 km². The islands are generally small in land size, fragmented, remote and are mainly formed of limestone bedrock. Most of the land is less than three meters above sea level.

The main administrative centre of Kiribati is South Tarawa, which has been challenged by rapid and intensive urbanization. Professor Richard Bedford, a noted authority on population studies and in geography, informed that the Kiribati 2009 Demographic and Health Survey shows that the total population in mid-2010 was 103,466 (92,533 at the time of the 2005 census) and 50,010 of the total (just under 50%) were living in South Tarawa. Bedford went on to inform that half of the Kiribati population is under the age of 21 and 36% of the total are under the age of 15 years (talanoa¹, 28 Oct, 2011). The very youthful nature of the population has serious considerations for futures planning in a resource-constrained environment especially when an increase in population is predicted (Bedford & Hugo, 2011).

Population policies to encourage responsible family planning have yet to have substantial effect and maintaining populations on islands other than Tarawa also are requiring serious consideration. There is also an emerging level of unacceptable level of inequity exacerbated by the fact that people with the highest levels of education live in urban areas and in households with high wealth quintiles. One in three people have no education or only some years of primary education (Kiribati Demographic and Health Survey, 2009; Kiribati Climate Change Study Team, 2007).

The impacts of climate change are expected to be severe (Logan, 2009) and as reported in a World Bank report will have serious impacts on coastal land and infrastructure, water resources, agriculture, human health, ecosystems and fisheries (as cited in Logan, 2009). These impacts are very evident in Tarawa already where the research team for this project observed rising sea level against their low lying lands, the impact of sea acidification on their seafood sources, intrusion of sea water into their wells as well as other water supplies and food fields, increased severity and regularity of natural disasters. These challenges are magnified by their physical isolation and lack of financial and other resources.

For Kiribati, rising sea levels through global warming, internal migration from outer islands to Tarawa in seeking of education and employment, expansion of human activities associated with population growth threatens the very survival of the Kiribati nation let alone its traditional subsistence economy and traditional knowledge systems. Despite these, more than any other Micronesian country, Kiribati has held onto its traditional values and customs

¹Similar to personal communication but talanoa as used in this document is a deliberate exchange designed to obtain authoritative information and is an element of Talanoa Research Methodology (Vaioleti, 2003, Otsuka, 2005; Vaioleti, 2006; Morrison and Vaioleti, 2008; Vaioleti, 2011) used by NZ government department research projects, private and university based research projects etc.

(Teaero, 2010). The 2010 National Framework for Climate Change and Climate Change Adaptation asserts that culture and identity as I-Kiribati is imperative and must be at the forefront of discussions (Office of TeBerentitenti, Republic of Kiribati, 2010).

It is the intention of this document and the framework in particular, to encourage the use of local culture as well as scientific knowledge in order to preserve and grow Kiribati cultural and traditional knowledge in order to build a holistic capability to cope with CC and its challenges while maintaining identity, pride and integrity.

Appropriate climate change education and ESD are important transformative agents moving people to adopt behaviors and practices to live full and worthwhile lives (Thaman, 2009). This framework then is a Kiribati scientific and cultural response to the Climate Change discourses. The framework therefore recognizes the central role that the community plays in giving effect to such transformation. Cultural values, relationships between people and their lands and seas become the all encompassing and underpinning driver in our deliberations to the formation of this framework. The work undertaken by Logan (2009, pp.18-19) which notes “the degree to which Kiribati values influence adaptation to climate change” and “cultural traditions are still very strong and relevant at all levels of governance” reinforces this position.

Framework Description

This framework provides a holistic approach to teaching and learning of climate change. We support the mainstreaming of CC into the curriculum using a crosscutting integrated approach and full and appropriate resourcing to fulfill this objective.

In the first part of this document, the framework endeavors to integrate values inherent in the well- proven cultural knowledge of I-Kiribati and of sustainable development. It is viewed that such values will encourage changes in behavior to mitigate the impacts of climate change in the environment, society, culture and the economic life of Kiribati. It is recognized that education must be meaningful and relevant to the Kiribati context. A number of important Science Concepts are required for understanding climate change in Kiribati.

Key social values, culture and language are reflected in this work in the hope that it will improve the chance that community leaders, MOE, teachers and students will own Climate Change and ESD endeavors improving the learning outcomes for Kiribati children. It is also recognized that cultural authenticity

and the incorporation of language, values and local experience are the most appropriate way for teaching and learning of Pacific peoples (Teaero, 2009; Thaman, 2009; Vaioleti, 2011). Other leading authorities in learning and curriculum theories (Dewey, 1944; Freire, 1976; Vygotsky, 1978, 1986) recognize cultural basis and the language as important ingredients for an education that is meaningful to the students and their community.

In contributing to the framework content, we see critical thinking, clarification of Kiribati values, negotiating pathways to sustainability as well as systems thinking just as critical and a helpful balance to the environmental, social and economic priorities of the country. We recognize the influence of spirituality and the church in education and in the learning and actions of the students as well as their communities. Therefore it will be important that the community, Ministry of Education, curriculum developers and the teachers and students take ownership of the framework in such a way that they can implement a curriculum relevant to their current needs and aspirations for the future.

The intention of the CCF was to encourage the use of local culture as well as scientific knowledge in order to preserve and grow their cultural and traditional knowledge in order to build a holistic capability to cope with CC and its challenges while maintaining the communities' identity, pride and integrity. This framework then is a Kiribati scientific and cultural response to the Climate Change discourses.



The framework therefore recognises the central role that the community plays in giving effect to such transformation. Cultural values, relationships between people and their lands and seas become the all encompassing and underpinning driver in our deliberations to the formation of this framework. The work undertaken by Logan (2009, pp.18-19) which notes “the degree to which Kiribati values influence adaptation to climate change” and “cultural traditions are still very strong and relevant at all levels of governance” reinforces this position.

In the following part of the paper, I will critique Asia Pacific Centre for Culture for UNESCO’s (ACCU) H.O.P.E. I will discuss its appropriateness for working with the local Pacific community in developing a curriculum that prepares its schools for a future that is interconnected by technology, political ideologies, common market and challenges of global magnitude such as CC.

H.O.P.E framework

The H.O.P.E framework was developed in the Tokyo Declaration of HOPE (ACCU, 2009). In that document, “Holistic,” Ownership-based,” “Participatory” and “Empowering” were characteristics that have both informed and surfaced from ESD practice. The acronym provides a list of the characteristics; the arrows indicate that it is not just a set of descriptions but an intricate inter-relationship between the characteristics that deepens our ESD practice. It is therefore a framework that advocates as well as guides ESD practice. The structure of H.O.P.E is as below:



Source: Adopted from Asia-Pacific Centre for Culture for UNESCO (2009, p.8)

There are many ways to link these characteristics. One way ACCU (2009) suggested is - the ESD principle of inter-connectedness requires us as curriculum developers to work in a holistic way. While we want to strengthen the cultural elements to increase a sense of ownership, at the same time we also want to increase its academic strength and international relevancy by partnering with other ESD and CC authorities. UNESCO engaged reviewers worldwide including US, Europe and others in the Pacific and their reviews were included in the final CCCF. This effort was a contribution to the direction expressed by the President and the leaders of I-Kiribati by preparing the students for careers in the global market as well.

To this end, there is much focus on teaching English, preparing young men for the marine industry and women to be nurses and teachers. Anote Tong says that his people will not be classed as refugees but as migrants with skills, which does receiving countries need. His people will retain their dignity should migration occur (Chapman, 2012). The following commentary discusses the application of the H.O.P.E elements in the Kiribati CCCF development:

H for holistic

For I-Kiribati, Teairo (2009) says that the wholeness of a person is based on three significant values encompassed in the traditional blessing Temauri (blessings), Teraoi (peace) and aotetabomoa (prosperity) and that the teaching of appropriate cultural values and their application will help on all matters and aspects of life.

Appropriate CC Education and ESD are important transformative agents moving people to adopt behaviours and practises to live full and worthwhile lives (Thaman, 2009). Kiribati ESD approach for our CCCF needed to be holistic as well as to be scientific. It was necessary for us to reconceptualise CC in ways that will encourage educators to approach planning and teaching CC in a systemic and holistic way. The CCCF was broken down to 4 themes to allow for ease of planning, teaching and learning as follows:

- Awareness
- Adaptation
- Mitigation and
- Related issues

Awareness was generally about being aware of the changes and the indicators of CC. Adaptation was about the study of how the Kiribati people respond to CC and its symptoms. Mitigation was about how a population reduces the cause of CC and Related Issues in this sense were to do with the

responses to issues brought about by CC. This includes urbanisation, migration due to lack of employment, loss of leadership due to migration of leaders or the professional classes (young and old) to global markets.



O for Ownership

It was vital that the research team work with the local community to ensure that the curriculum is sourced in their culture. This gave Kiribati ownership of their learning and the goals for their school curriculum. That insight drove the research team to understand from I-Kiribati what concepts define relationships between people and their lands and seas and other cultural values which should be all encompassing and underpinning the construction of this framework. Endeavours were made to ensure that local learning concepts, values language were included in the framework and views of the teachers, teacher training institutions, NGOs, Churches were considered to enhance the nation's ownership of the framework. The work undertaken by Logan (2009, pp.18-19) which notes "the degree to which Kiribati values influence adaptation to climate change" and "cultural traditions are still very strong and relevant at all levels of governance" reinforced our hope that the I-Kiribati will maintain a strong ownership of the Curriculum Framework the CCCF team was developing.

The Curriculum Development Unit had a strong sense of ownership of the framework. Partnering with other institutional experts locally and internationally was vital too for ensuring that the Framework was at the cutting edge of the CCE field yet easily delivered and relevant to the educational needs of Kiribati in the 21st century and beyond.

P for Partnership

The writing of the CCCF was reviewed by global ESD and EFA experts mentioned already, including UNESCO (Paris ESD team), SPREP² (Samoa), Universities of Washington and Hawai'i. Within Kiribati, consultations were held with officials and community. The CCCF team used this partnership to develop the CCCF and source support for the strong cultural elements of the CCCF amongst the local population.

E for Empowerment

The 2010 National Framework for Climate Change and Climate Change Adaptation asserts that culture and identity as I-Kiribati is imperative and must be at the forefront of discussions (Office of TeBeretitenti, Republic of Kiribati, 2010). Along that line, more than any other Micronesian country, Kiribati has struggled but has held onto its traditional values and customs (Teaero, 2009).

The CCCF therefore recognises the central role culture in any curriculum development therefore the community played a significant role in our consultation (partnering) which promoted a sense of ownership amongst the MOE, other principal stakeholders as well as the community. For the CCCF team, it was important too, to empower those selflessly working on behalf of Kiribati who have performed sustained work to provide some hope for the I-Kiribati – a people who have for centuries and will likely to continue suffering external waves of man-made destructions to which they contributed very little.

Mapping of the Kiribati current curriculum

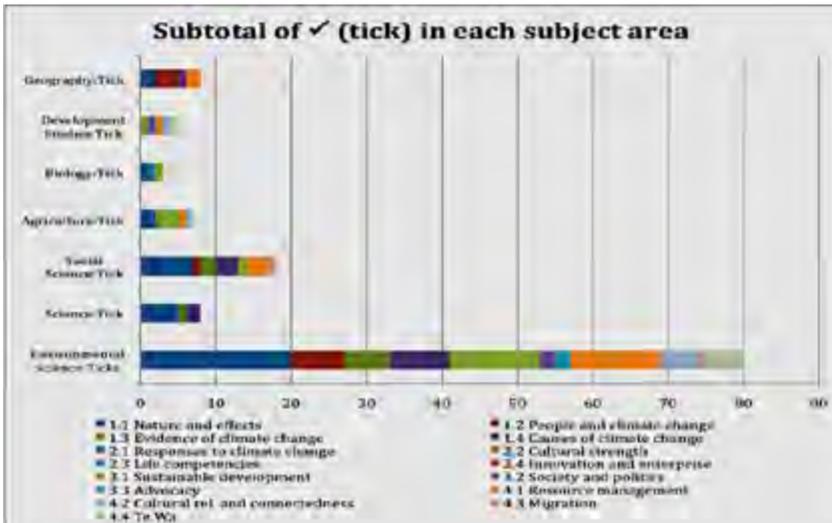
Upon completing the CCCF it was used to map the curriculum to locate and assess the CC related topic coverage within and across the subjects. There were three ways that the CCCF team used to identify their findings as well to suggest where it may be possible to insert CC topic into each subject. A tick was used to signal an existing topic that was CC related. A letter 'p' (for

²South Pacific Regional Environmental Programmes - <http://www.sprep.org/>

possible) indicated a topic could be a CC related topic in subjects. An 'o' was given to a point in a subject that can be an entry point for a CC related topic. The following represents the accumulated ticks for each subject area. As can be seen below, the CC topics in the current curriculum are heavily weighted to the Environmental sciences. Important subject areas such as Agriculture, Developmental studies, Sciences and Geography had less than expected CC coverage.

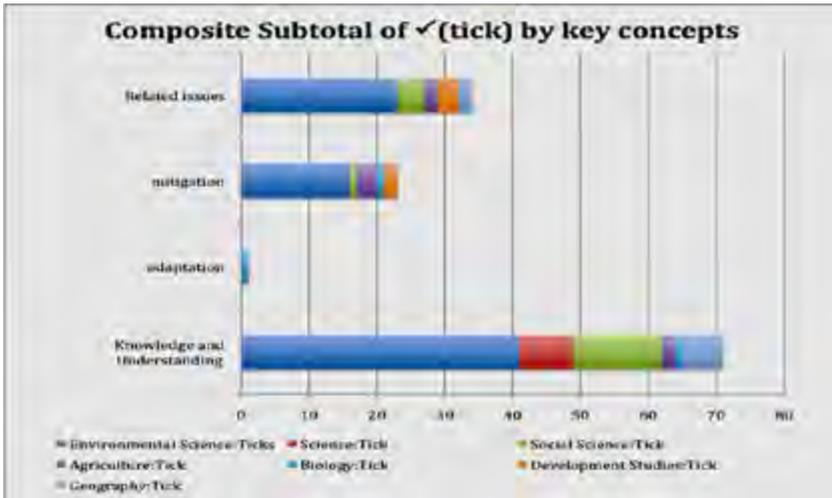
Distribution of CC topics in the curriculum

Using data from the mapping charts, the CC topics that are currently existed ("ticks") in the curriculum were analysed against the four Climate Change themes of Knowledge and Understanding, Adaptation, Mitigation and Related issues. The following graph is the result. What is very obvious from the graph is how little attention has been given to Adaptation, an area that is vital for the continuity and sustainability of the communities in Kiribati.



Graph 1: Distribution of CC Theme topics in the current curriculum

It is an area that potentially could provide meaningful employment for the community. Also, related issues are to do with issues that arise from CC such as migration, re-vitalisation of culture that can lead to improved self-esteem and other socio-political benefits.

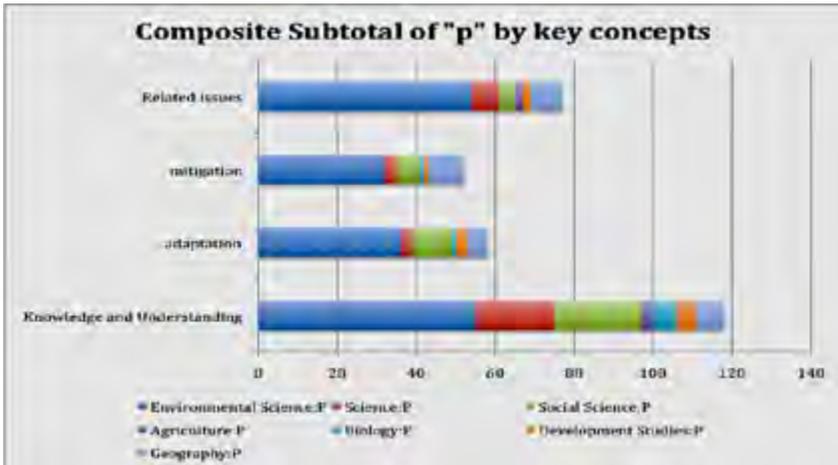


Graph 2: Distribution of Current Curriculum CC topics in the 4 themes

Existing possible CC topic entry to enhance CC focus in the current curriculum

For the inclusion of Climate Change and ESD to be embedded in the existing curriculum, a concerted approach must be applied. It requires a philosophy that aligns the need of the community, planning, curriculum development and delivery by teachers. Possible entry points for CC into different subjects were identified within the existing curriculum to make it more contextual, balanced and holistic were identified as “p”. The following graph represents how the Climate Change Key Concepts of Knowledge and Understanding, adaptation, Mitigation and Related issues would be reflected in the current curriculum if entry to the current curriculum was carried out using the point of entry “p” only.

The graph shows that using the points “p” will dramatically increase the attention given to related issues, Mitigation and Adaptation. It is noted that the President’s website on CC that more attention on Adaptation as opposed to Mitigation is preferred for Kiribati (Office of TeBeretenti, Republic of Kiribati, 2010).

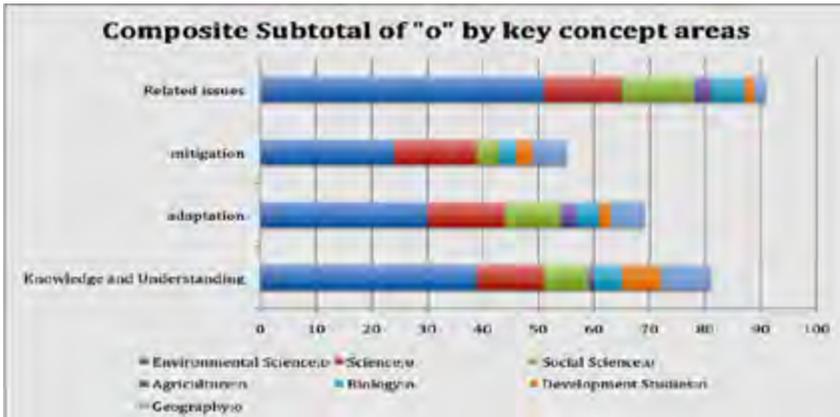


Graph 3: Possible distribution of CC topics proposed by CCCF team indicated by “p” entry

Opportunity and more direct intervention to include CC topics in the curriculum

The team identifies further opportunities to include CC topics over and above the existing openings identified under ‘p’ above. These options identified under ‘o’ increase the CCE across the 4 themes but mainly in the Related Issues theme to specifically reinforce students’ cultural fortitude to ensure identity and community continuity. A strong element of the many talanoa the CCCF team had with teachers, principals, parents as well as young people was around the loss of tradition and culture due to urbanisation and disconnection from home island or village. I and the CCF team also anticipated that most of the current and future students may migrate to other nations a possibility that the current government and the community actively pursue. This is a radical option that I and we have anticipated from the clear talanoa with the community and official therefore have given this option to young people and the community to fortify themselves culturally for.

Finally in a radical hope that I-Kiribati will maintain their way of being in most situations in the future, entry points were identified as “o” for opportunity to enter CCE topics into their school subjects. These opportunity points of entry should create a CC learning system that is spread amongst the 4 themes making the curriculum more balanced, more relevant, scientific and culturally robust compared to where it is currently at.



Graph 4: Opportunity ("o") points of entry for distribution of CC topics & build cultural fortitude

The following graph is the visual representation of the above effort if the curriculum followed the CCCF teams recommendation of using 'o' entries to include CC topics in subjects building the strength of ESD in their curriculum.

The Kiribati President, Anote Tong says that for many I-Kiribati communities, migration is a definite probability (Chapman, 2012, p.1). The school curriculum then must help prepare the community for international citizenship and the foundation for such success is in cultural continuity. The contribution of the CCCF team to that radical hope was bringing the I-Kiribati story to you the readers as much as the curriculum development discussed in this article. Our challenge to you now is; what is your contribution to making our world a more sustainable one in your own country and context here at Lao PDR?

Conclusion

In 2011, the author led a team of researchers to consult the Kiribati community in order to design a framework to increase the teaching of CC related topics in the school curriculum. To ensure that the process for the construction of CCCF was holistic and owned by the Kiribati community, of which partnership was a strategy the research team use the framework of H.O.P.E (ACCU, 2009).

The CCCF team then used this to map the existing Kiribati curriculum to identify the spread of CC related topics across the school curriculum. The mapping exercise found a significant lack of topics and coverage of ESD and in CC there as a significant lack of coverage of mitigation and how CC impact on culture but most concerning was the minimal topic or coverage of

adaptation. This research then identified possible entry points for CC topics using the current curriculum and suggested other opportunity to insert topics in all subjects in order to make the curriculum as ESD balanced as possible. It also discussed how to reinforce adaptation skills, the cultural knowledge and skill of the students in order for them to retain their culture in anticipation of migration to other nations as planned by their leaders (Chapman, 2012).

Climate Change in the early decades of the 20th century is the result of unsustainable exploitations by the developed and industrialised nations. It is this that is depriving the I-Kiribati of the land of their ancestors, traditional way of life and possibly their place in our collective memory. This is their story and one journey of radical hope to use a CCCF to preserve their cultures so that I-Kiribati can continue to live according to their founding values and ways, even in world they are yet to conceive.

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Vocational Education in Lao PDR (VELA) Project: Component 3 -Vocational Education for Disadvantaged Groups

Christian Moeller, Team Leader, Vocational Education for Disadvantaged Groups; Phimmasone Thonghathayasack, VELA, GIZ

Background

Over the past decade, Lao People's Democratic Republic (Lao PDR) has experienced unprecedented growth — particularly in the mining and hydropower industries and to a certain extent also in tourism — and has successfully reduced the national poverty rate by nearly two percentage points each year. Despite this positive progress over recent years, many young Lao are still unable to find gainful employment. The growth of sectors based on natural resources, like hydropower and mining, has failed to create sufficient new jobs for Lao people. Some 70% of the Lao population still depends on agriculture for food and income, and the country must now address the major challenge of diversifying its economy and creating jobs in the industry and service sectors.



A first step towards improving skills development for young people in Lao PDR is to facilitate better access to vocational education and create new on-the-job training opportunities for students of vocational schools in remote areas.



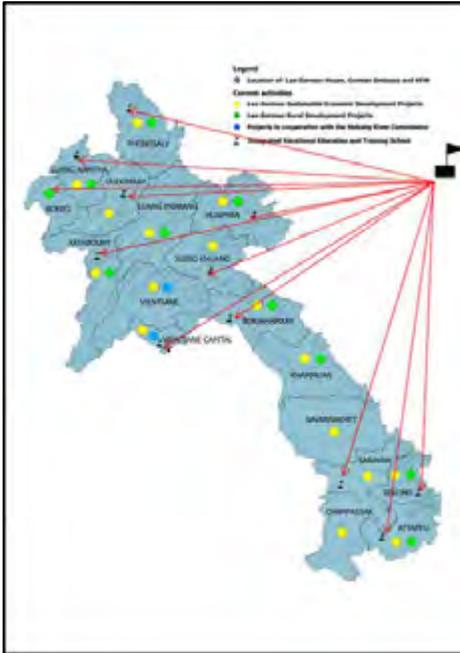
VELA Project

The Vocational Education in Lao PDR (VELA) project builds on the results and experiences of the previous Lao-German development cooperation. VELA has started in early 2014 and its first phase will run until November 2017. The VELA project comprises of three major components. Component 1 is focusing on improving and strengthening the vocational education and training regulatory framework. Component 2 is focusing on dual-cooperative training. Component 3 is focusing on the promotion of vocational education for disadvantaged groups.

Overall Objective

Together with Lao PDR's Ministry of Education and Sports and Ministry of Labour and Social Welfare, German and Swiss development cooperation are

working to improve the country’s vocational education and training system in order to meet the requirement and demand of a modern, dynamic and inclusive labour market, in both quality and quantity, especially when the ASEAN nations enter ASEAN Economic Community (AEC) in late 2015. Component 3 of VELA, in particular, has the intention to support IVET/TVET Schools to improve their facility in order to provide better access to vocational education and training for disadvantaged groups. To fulfil this objective VELA provides a large number of vocational training scholarships to young people from disadvantaged groups.



Twelve government owned Integrated Vocational Education Training (IVET) schools throughout the country in terms of reorganising their courses and teaching - learning programmes to meet the needs and the levels of targeted disadvantaged groups. Training is also delivered to support the development of basic vocational skills, and the tailor-made courses on offer are of particular benefit to women, people with disabilities, members of ethnic minorities and those who have previously dropped out of formal education. Each school will be able to train up to 500 students a year and offer additional courses in trades that are much needed for the diversification of the Lao labour market.

Target areas/schools

Each IVET school is provided with one Development Adviser. The development adviser assists the schools in developing a school development plan, improving the school management system, and finally establishing a support system for disadvantaged groups.

Target Groups

The target population of the VELA Component 3 are those young people aged between 15 and 35 and have not had the opportunity to finish their

secondary school, due to many different reasons for instance having poor family background, living in remote rural areas, disabilities, etc. The NGOs/INGOs, with whom GIZ - VELA is working, in collaboration with respective Provincial Education and Sports and the IVET School preselect and shortlist the disadvantaged target students.

Why Disadvantaged Groups?

The disadvantaged groups are the majority of young population of Lao PDR and are the important workforce for the development of the country. VELA project is assisting young women from different ethnic groups who are poor but are keen to undergo the training to develop their skills to have access to vocational education and training. Once they have been equipped with skills and knowledge they will be important labor of the country and of AEC. The disadvantaged groups, particularly who live in remote rural areas and have dropped out of the school before finishing lower secondary school, have very limited opportunity to access to formal vocational education provided by the government vocational training facilities. This means that tremendous potential of human resources remain untapped.



Vocational education schools supported by the project will receive direct support to allow more disadvantaged people including school drop-outs to enrol at the vocational training courses. With the assistance from the project the courses will be redesigned and designed to fit the level of general education of the target groups, which is the completion of primary school.

This will give them opportunity to access to vocational education at the basic level (certificate 1 and 2) and then either to continue their higher education or to enter the labour market as a skilled labourer upon their successful completion.



Legal framework

To support those disadvantaged group, at the policy level the government of Lao PDR has made efforts to improve the access to vocational education and training for the disadvantaged groups. Recently the Law on Technical and Vocational Education and Training has been issued and approved. The law provides good theoretical bases for the access to vocational education and training for the disadvantaged group. The law defines inclusive education and roles and responsibilities of the vocational education and training facilities on supporting the vocational education and training of the disadvantaged groups.

With regards to the new developed TVET law, VELA Component 3 works to create best-suited vocational training courses, environment and facilities for disadvantaged people.

In cooperation with Department of Vocational Education and Training and IVET Schools of Salavan and Sekong VELA has recently launched its pilot-

test courses of certificate 1 level in three trades (carpentry, hospitality and tailoring) in IVET Schools.

What we have achieved

The findings of the Tracer Study, conducted in 2013 by GIZ, show that 63% of interviewed graduates find employment within the first six months following graduation and of all those employed, more than 75% work in the professional field they studied at school. Almost 70% of interviewed graduates perceive their vocational training certificate to be extremely useful (Tracer Study 2013). Furthermore, the delivery of 44 demand-driven non-formal vocational training programmes in 2013 alone provided 1,112 participants in rural areas (41.5% of whom were female) with hands-on practical skills to improve their standard of living.

Key facts

Co-finance:	Swiss Agency for Development Cooperation (SDC)
Project partners:	Ministry of Education and Sports Ministry of Labour and Social Welfare
Locations:	Vientiane Capital, and the provinces of Attapeu, Boikhamxay, Bokeo, Houaphanh, Luang Namtha, Oudomxay, Phongsaly, Sayaboury, Salavan, Sekong and Xiengkhouang
Time frame:	2013–17
Volume:	EUR 15.5 million
Priority area:	Sustainable Economic Growth

A Research Study on CLC Financial Disbursement Process, 2014. Case study in five provinces in Cambodia

Lay Vutha, NFE Coordinator, NGO Education Partnership

This article is based on the research study findings 2014 and also my recent involvement in this study. The result of the findings was presented in the workshop which was conducted on February 11-13, 2015 in Vientiane city by the Ministry of Education of Lao PDR in cooperation with DVV-International, on the theme: ***"Ensure Equitable and Inclusive Quality Education and Lifelong Learning for All by 2030"***. The research study aims to investigate CLC financial disbursement process by identifying issues and making recommendations for ways forward. NEP expects three outcomes from this research: *(i)*-there will be better implementation of Community Learning Center and greater facilitation and collaboration amongst CLCs and relevant stakeholders; *(ii)*-Provincial Office of Education, Youth and Sport (PoEYS) will be able to deliver and install budget to CLC on time and effectively; *(iii)*- The national government will have greater information on which factor to improve the process of disbursement budget at national and provincial levels to CLC for effective implementation of CLC.





Methodology

- a) Survey Respondents: There were 22 CLCs in 5 provinces participated in this study. The study also involved the data collection at the national level - DNFE and documentations. In each province, except Siem Reap province where the total number of CLC is only 3, 5 community-learning centers (CLC), were pre-selected. This selection was based on both remote CLCs and close-to-provincial town CLCs, and the accessibility to the centers. CLC Managers were invited to participate in the study at each center, following by a Focus Group Discussion with CLC Vocational Teachers (VT) from each center. In each province, data collectors had to interview chief of provincial NFE office (PoE), District Office of Education (DoE) and a provincial treasury director.
- b) Qualitative Analysis: This study involved in identifying the issues emerging within the operation of a program. Therefore, the qualitative research method was used in this study. The data was analyzed with thematic approach using table format for emerging themes into different categories. To obtain the data that answered the research questions, different research tools were designed and piloted.

Findings and Analysis

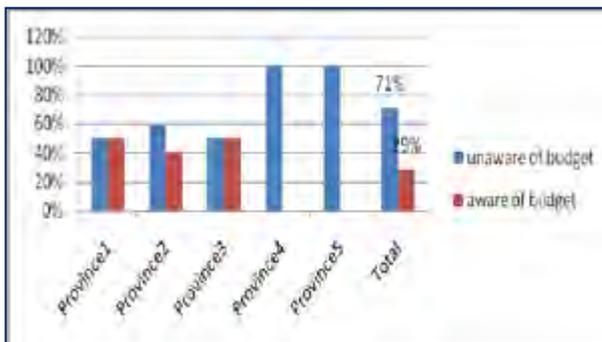
Summary of Responses and Findings:

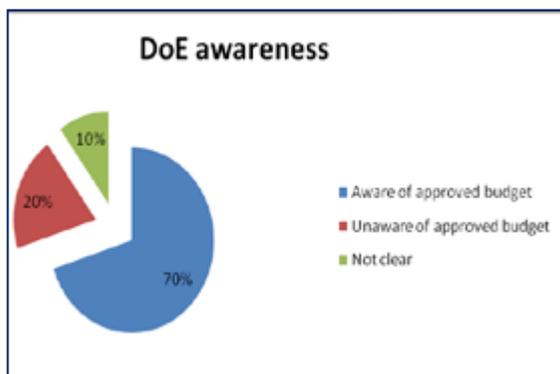
From the overview, among 22 CLCs visited, and most of them had already finished their courses. Therefore, teaching and learning activities were not in place at the time of visit. The majority of the centers have some chairs and tables for learners. However, the furniture was not well-arranged or clean. About 50% of the centers were less presentable as a classroom. The CLCs in all targeted provinces have limited or broken materials and teaching resources. Noticeably, CLCs that insisted to have haircut training class didn't have enough tools (scissors, barber chair...) for trainees to practice. The observation of classroom, materials, (vocational) teachers and learners contributes to the understanding of budget issues, in particular, financial disbursement delay in CLC visited and interviewed. To understand further, each research question is orderly explained in the following:

1. What Are The Current Practices Of Budget Planning And Financial Disbursement?

71% of CLC Managers reported that they didn't know about the amount of budget approved for their CLC this year, 2014. They didn't seem to care about trying to access to this budget information.

It was interesting to see that all Managers from provinces 4 and 5 were not informed about the budget of 2014. Unlikely, 70% of District Office of Education (DoEs) were aware of the budget approved for their district. They were able to tell the amount of CLC budget. The other 30% of them said that they were not well-informed about the budget at all. To the higher levels, the awareness of CLC budget increases. It is obvious that all of the five Provincial Office of Education (PoEs) visited were well aware of the budget in their province approved for CLCs.





The awareness of 2014 budget among CLC Managers

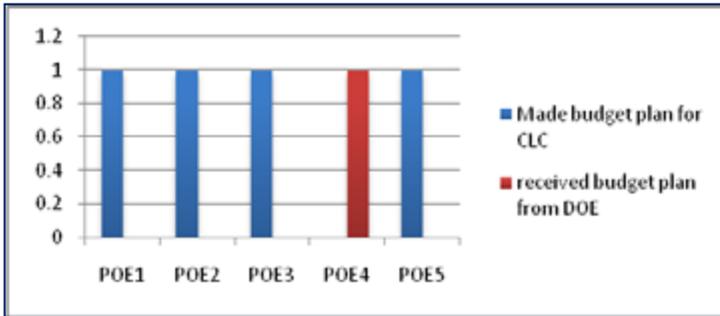
The finding shows the link between the unawareness and failure in preparing CLC budget and activity plan among CLC Managers. **The table below shows** that 76% of CLC Managers had never submitted any plan or request forms to DoE or Provincial Office of Education (PoE).

	Submitted a request/activity plan	submitted budget plan	did not submit request/budget plan
Province 1	25%	0%	75%
Province 2	0%	25%	75%
Province 3	0%	40%	60%
Province 4	33%	0%	67%
Province 5	0%	0%	100%
Total	10%	14%	76%

Among 22 CLC Managers interviewed, 18 of them have never prepared planning before. They only verbally provided information to DoE or PoE about their CLCs (i.e. the number of classes they wish to have, the number of Vocational Teachers) when asked through phone call or face-to-face. When asked about their confidence in preparing CLC plan, 90% of CLC Managers said that they were confident to do it well if the DoE or PoE required them to do.

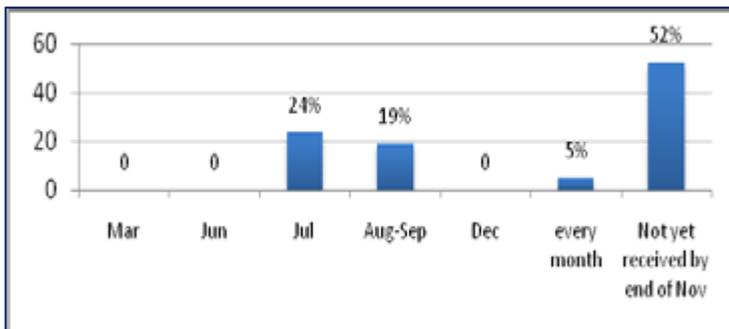
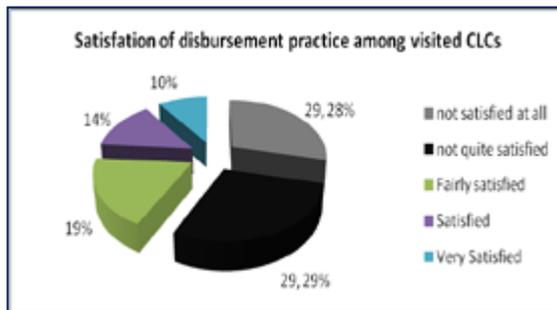
Provincial Office of Education (POES) Made Budget Plan for CLCs

Practically, CLC budget plan was prepared by PoEs. Before working on the detail budget, some PoEs organized planning meeting with DoEs and CLCs to identify their priorities and need. In some cases, PoEs called to VTs directly to ask about their prospective new courses and materials needed.



Regardless of how the CLC budget plans were prepared at the CLC, district or provincial level, at DNFE level, the plans were revived and merged into one package. **A one-size-fit-all** formula was applied to calculate the new budget. The whole CLC planning process seemed to follow *top-down approach*. Instead of allocating budget according to different needs of CLCs, the plans were made to match the available budget.

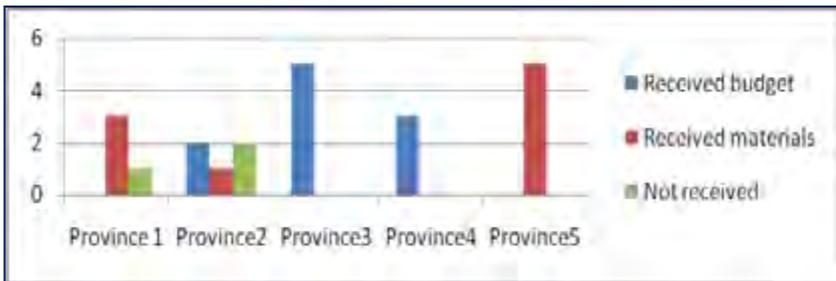
2. The Issues Of Financial Disbursement And Ownership Of CLCs Budget



The percentage of CLCs receiving and not receiving budget by November 2014 according to CLC Managers.

59% of CLC Managers were not satisfied with the financial disbursement process. The slow disbursement deterred CLC function in many ways. In general, the issues in slow financial disbursement occurred at all levels. 52% of CLCs said they have not received budget from DoE. 43% others received some budget yet the disbursement was late that CLCs received it in July, August or September, 2014. Only one CLC reported to have received the budget every month, as the center is located within the PoE office. 91% of Vocational Teachers (VTs) reported that they received their salary very late, usually a few months after their course ended. In the discussion, VTs said that they had to wait until December or later to receive their salary.

Number of CLCs receiving budget or materials in 2014 by November



In addition to delayed salary issue, ownership issue of budget management also emerged from the study. In particular, CLC Managers reported to directly receive materials from Provincial Office of Education (PoE) or District Office of Education (DoE) sometimes instead of purchasing the materials by themselves. The issue of ownership of CLC's budget was also raised in the focus group discussion with Vocational Teachers (VTs). The Vocational Teachers repeatedly reported that the materials or machines were sent directly to their CLCs. CLCs and Vocational Teachers hadn't involved in the purchase. Since the plan was prepared by PoE rather than CLCs purchasing the materials by PoEs or DoE might not meet the real demand for the courses. This practice of purchasing materials is not consistent with the CLC Guidelines which CLC has the responsibility for financial and material management.

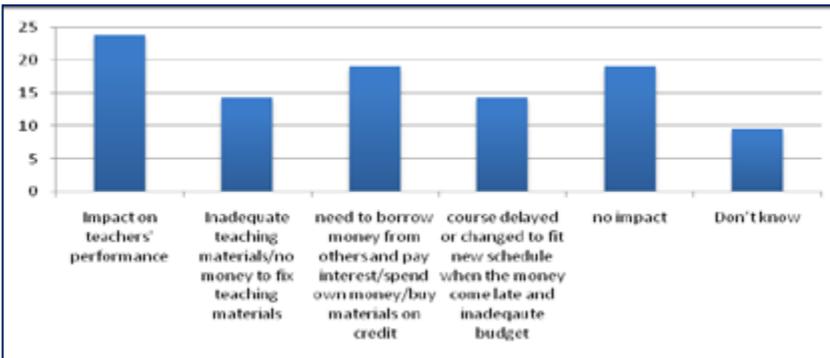
Impacts of Slow Disbursement And Financial Ownership Of CLC

Delayed financial disbursement impacts CLCs in many ways including teacher's performance as Vocational Teachers lost motivation when they had not received their salary regularly. To ensure the course started as early as needed, CLCs or Vocational Teachers need to buy training materials on credit with interest. Sometimes, Vocational Teachers could only teach in theory

while waiting for the materials for practice in class or they had to postpone the class. Otherwise they had to delay the commencement of the course or shorten the course to fit students' availability before harvesting season. Most classes started very late (in May or so) resulted in prolonging the program till October or November. As a result, many students dropped out before the end of the course when they needed to help their family to do harvesting.



The impacts of slow financial disbursement on CLCs



The ownership issue in purchasing materials also had great impacts on CLCs. Vocational Teachers (VTs) complained about the poor quality of teaching materials and equipment (sewing machines, hair Trimmer Clipper...etc.). In addition, the materials provided mismatched Vocational Teachers' needs. Vocational Teachers reported that learners' attendance was affected by lack of teaching materials. Without tools to practice learners did not learn anything and consequently, quit the class.

Possible Reasons of Financial Disbursement and Ownership of CLC Budget Issues

Delayed financial disbursement occurred at every level. The study found different reasons that possibly contributed to the slow financial disbursement. Preparing clearance documents was complicated and required capacity, time and devotion. The participants said they needed to fill in many forms. The process of disbursement requires clearing accounting documents (eg. receipts) from last year or previous rounds of the expense. CLCs were asked to submit the clearance documents to district office, and District Office of Education (DoEs) then consolidated the documents and submitted to provincial office before PoE submitting the consolidated documents of clearance to the higher. This paperwork was usually delayed due to the collection of all CLC clearance documents was time-consuming for DoE. The suspension occurred again at Provincial Office of Education (PoE) where the Accountant needed to wait for every DoE's documents before consolidating and submitting. An interview with DNFE staff revealed the same story of paperwork issue.

The Reallocation of Budget and Priority

Provincial Office of Education (PoE) as well as District Office of Education (DoE) reported they had to prioritize the NFE programs as not all programs or CLCs would receive budget at the same time or same amount. Consequently, this budget reallocation was practiced resulted in the disbursement delay. For example, some CLCs received the budget and some others needed to wait for the next round. The criteria used to prioritize CLC or training course did not clearly emerge from the interview. However, a few participants listed some criteria such as the distance of CLC, effective mutual communication between CLC and DoE or PoE, reliability of CLCs ...etc. Only one PoE reported to have had the meeting before selecting the priority.

Distance, Time and Resource

Time and resource possibly contributed to the disbursement delay. The distance from some CLCs to the DoE office or PoE office influenced the process of disbursement. Going to each office demanded time and travelling expense. It is emerged from the study that in some cases the Managers or VTs had to travel to PoE to get their salary. One PoE reported that DoE would have to try many times to meet the PoE account.

3. What Should Be Done To Enable Effective And Efficient Financial Disbursement?

The issue of financial disbursement delay was commonly known at every level from DNFE to CLCs. To address the issue, the following suggestions from different levels arose in the study. 50% of CLC Managers proposed a direct disbursement from DNFE to CLCs through **banking system such ATM**. In addition, they suggested that the entire budget be disbursed at the beginning of the year or at least before training starts. Similarly, about half of the Vocational Teachers (VTs) also supported this request. Interestingly, 90% of DoEs supported this request and adding that **lengthy bureaucracy** in the disbursement process should be cut down. Four out of five PoEs also supported the request to have disbursement efficiency. More than 50% VTs interviewed requested that their salary be paid monthly. Eight out of 21 CLCs requested to allocate salary or incentive for them. Along with disbursement, efficient planning is prerequisite. To improve planning, CLC requested more support such as office equipment like computer desktop.

4. Conclusion

There was a delay of both budget and material disbursement to CLC, and Vocational Teachers (VT) salary was the least priority. Teaching materials adds frustration to teaching as classes needed to postpone awaiting materials. Despite whatever Models was practiced, paperwork of accounting documents (eg. receipt clearance) remained the main cause of the delay as preparing the documents required a lot of commitment and capacity. CLC Managers needed more support both capacity building and resources (including incentive) to enable effective and efficient work on both planning and accounting clearance paperwork. Budget planning which possibly contributed to the disbursement delay is a top-down plan, which is a one-size-fit-all plan for every CLC.

5. Recommendation

Many participants shared a view of having direct disbursement from either DNFE or PoE to CLCs through a to-be-established CLC's bank or mobile banking account. The process would reduce transportation costs for CLCs. Enable a system that allows each CLC to clear and withdraw budget without having to wait for other CLCs. Support CLC Manager to enhance their capacity in preparing visionary plan and clearance documents. Enable a one-round budget disbursement at the beginning of the year. Have independent auditor and monitoring and evaluation office for CLCs. Provide regular incentive or salary to CLC Managers. Enable VTs to involve in equipment and materials purchase. Budget or activity planning process should remain as in CLC Guidelines.



Fiji Experience on Youth Work - Foundation for Rural Integrated Enterprises & Development

Sashi Kiran, Executive Director, FRIEND

Introducing FRIEND

With a total population of around 850,000 spread around a third of the 350 plus islands, surrounded by resources, rich seas and land, Fiji is often seen as a paradise, a land of plenty, however a closer look reveals a large number of our people who struggle to afford basic minimum nutritionally adequate and palatable diet and are unable to obtain sufficient amounts of food, water, shelter, clothing, education and health care to meet their basic needs. In a recent study in Fiji 45% of the households were classified as poor, with many more in danger of sliding into poverty.

Foundation for Rural Integrated Enterprises & Development (FRIEND) was established in 2001 to work on improving lives of people living in rural and under-served communities. FRIEND is headquartered in Western Viti Levu with a branch office in Vanua Levu.

Our Mission, Vision and Values

We dream of a Fiji where everyone enjoys sustainable livelihoods by linking resources to opportunities and where communities take ownership and responsibility for their own development. Work with communities focus on creating sustainable livelihoods through Social, Health and Economic Empowerment. Our initiatives are based on values of humanity, innovation, relevance, accountability and leadership.

Humanity - The organisation works with those in need irrespective of race, colour or creed. Fiji has two main ethnic groups the indigenous community and the Indo-fijian community, along with a number of minority groups comprising of Pacific Islanders, Chinese, Europeans and part European communities. FRIEND believes each individual has a right to live with respect and dignity.

Innovation - FRIEND initiatives are seen as original and effective and, as a consequence, new, that "breaks into" the market or society. We work with existing knowledge and talents of people to strengthen their abilities for development.

Relevance - Although communities live side by side, FRIEND approach is based on recognition that issues and challenges of each community differs. And that for holistic integrated community development, each needs a tailor-made solution.



Accountability - An aspect of governance, this is central to our work as we set out to build and strengthen relationships with our communities and stakeholders.

Leadership - FRIEND endeavours to lead by example. For an organization to grow, the people within it also must grow. The team commits itself to encourage growth and progress in stakeholders.

Our programs include Governance, Financial Literacy, Income Generation, Peace Building and Trauma Healing, Sustainable Medicine for prevention and management of Non Communicable Diseases and Youth Development form a core part of our work with communities.

Youth in Fiji

Youths make up one-third of Fiji's population. Not all young people within any one country are the same in terms of their potential to make a successful youth transition. Their opportunities differ according to their household assets,

the type and quality of services they could access when growing up, whether they are male or female, where they live now, what education level they have reached and what quality of education was provided, what ethnic or religious group they belong to and how healthy they are.

Overall, the situation of young people in the Pacific region has changed little since 2005. Available evidence shows that poverty, hunger and lack of access to services in many Pacific island countries remain major factors, damaging many young people's chances of achieving their potential. In twelve Pacific Island Countries for which data are available one in four young people are, on average, living below their country's national poverty line. Pacific governments spend little on youth-related activities, apart from education. In Fiji, for example, funding for youth development over 15 years was recorded as only around one per cent of the national budget (Carling 2009: 63).

While the current youth generation has benefited from better access to health services, resulting in fewer deaths in childhood and fewer illnesses, due to better water supply, better nutrition and immunization against major diseases, more education and a healthier outlook have not resulted in more chances of finding paid work.



Numerous consultations highlight the lack of jobs as a major issue for young people and despite higher rates of secondary education completion, only some young people in the Pacific continue to tertiary education.

Young people with disabilities have a higher risk of not making a successful youth transition compared to their more educated and healthier peers. This group, due to their lack of education and poor access to health services, has fewer opportunities and face greater obstacles in their efforts to escape poverty. A defining feature of this group of young people is their lack of education. Due to their lack of literacy, they find themselves largely excluded from jobs other than manual labour. Even those with basic literacy are limited to a narrow range of unskilled jobs such as security guards and vehicle drivers.

FRIEND youth development program works with youths in disadvantaged situations to improve their lives.

FRIEND Youth Development Program

FRIEND Youth Development Work involves fun filled participatory workshops using art, music & theatre. These workshops explore dreams, values & attitudes of participants and work on setting goals and making action plans to achieve those dreams.

FRIEND has worked with a number of youths in the last decade. One of the first youth groups involved about 16 Deaf Youth who approached FRIEND with concerns regarding their eminent loss of livelihood in 2004 as Fiji was due to lose its preferential trade agreement with Australia and New Zealand for its Textile and Footwear industry that was the main source of income for these youths. Working with the group a concept of handmade greeting cards was evolved put into the market.

Rajneel's Story - Rajneel is a deaf youth in FRIEND's card making team. This is his story about his involvement with FRIEND and his work.

“My name is Rajneel. I am a card maker at FRIEND. Before FRIEND I did casual work which was very hard for me. Then I got introduced to card making. I didn't like it at first. But in a workshop at FRIEND I learned to make coconut crafts like purses, teapots and lampshades. Now I use these skills for card making. And love it very much. I cut small designs out of coconut shells. After peeling and cleaning the coconut. I smash the shell into pieces. I do this part of work at home. First I draw designs on paper, then I look for the right piece of shell. Currently I USE Images

related to Fiji. In the office I rub pieces with coconut oil. And glue them onto the cards. My colleagues also have their own styles. They do complicated paper cut outs. Drawing and paper quelling. Or fine drawing and cutting. We sell our cards all over Fiji. In shops, coffee houses and tourist centers. I am very happy with my work. I can support my mother who doesn't have any income. And pay the bills and buy food."

FRIEND Card making project has won a number of national and international recognition in the form of Fiji Development Bank, Small Business Initiative 2006 and Global Knowledge Partnership's Innovation through ICT Award in 2007. More than ten years down the line, the product is still in the market providing a source of livelihood for Deaf and unemployed youth.

Youth Employment Network (YEN) won CivicusGracaMachel Nelson Mandela Award in 2007. YEN works with groups of 20 unemployed youths at a time on self-esteem building and enhancing their employability skills before placing them into workplace attachments. A recent funding support from the European Union saw FRIEND partnering with University of the South Pacific, a regional leader in tertiary education to deliver this program to 200 students between 2012-2014. 85% of the participants are able to secure full time employment within six months their training.

Moshins Story - Moshin was one of the first students to undergo YEN under FRIEND/USP Partnership. Moshin is now employed with the Fair-trade Coordinating Unit, a farmer organisation that works to support farmers to get fair-trade benefits from the world sugar market.

"After finishing my secondary school I started working with my parents on the family farm. Then received a message from my friends that there is a training opportunity for youths. That was the YEN program, a program for youths who wished to find employment in the job market. During our 10 week training program we covered a number of topics like customer service skills, Communications skills and Information Technology. Basically how to work with a computer. After doing the YEN Program I found an attachment at the Fair-trade Coordination Unit. If I had not joined this I would have actually ended up on the farm. And during this course I learnt how to talk to people. Before I didn't know. I learnt how to communicate with people. The money that I get from FCU is for my travelling allowance. I always take some foods for my families; I have never seen any organisation like this that uses funds for training unemployed people."

Conclusion

FRIEND continues to work with youths through various initiatives for social, health and economic empowerment as part of its holistic integrated approach for sustainable development. While opportunities exist, first and foremost the youths need to believe in themselves and be prepared to take ownership of their dreams and aspirations for their growth. FRIEND Youth Development programs works alongside youths from rural and marginalised communities in Fiji to unlock their potential for growth and development.

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GROW Together - Youth Employment Network - YEN Project Video

<https://www.youtube.com/watch?v=uVB6GZLaSdI>



Establishing sustainable training system in Lao P.D.R.

Hiromi Suda, OJT coordinator, International cooperation NGO • IV-JAPAN

In establishing the sustainable vocational training system in Lao P.D.R., there are three essential components; such as 1) quality training, 2) allocation of sufficient skilled trainers and 3) solid financial management of the training center. In this report, I would like to emphasize the “on the job training system” as the most effective approach for quality training and strengthening the pipe between central and local authorities for the sustainable development of the vocational training.

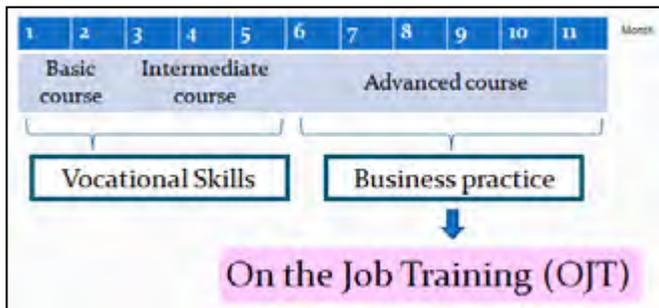
Background

To respond to the demands for the skilled staff from the labor market and to contribute to the social economic development of Lao P.D.R., International cooperation NGO IV-JAPAN has been conducting vocational training for marginalized Lao youths since 1997. Its training focuses on skills especially needed in service industries, such as dressmaking, cooking and hairdressing. Not only providing skills particular to those fields, it encourages Lao youths' entrepreneurship through basic business training and start-up capital support. In 2004, it started the vocational training development projects at central level, in cooperation with DNFE MoES Laos, funded by JICA and Japan Embassy. The project set up the vocational training centers, curriculum and training materials and now it turns into the third phase to take role as a trainer production center in partnership with TVED MoES Laos.

1. Quality training

To produce the qualified workforce is fundamental to vocational schools. However, the graduates from these schools lack in the practical experience and find difficult to make a contribution immediately after the graduation. Many of these schools adopt internship program at private companies. Internship program is useful to gain work experience but difficult to guarantee a certain level of quality internship among private companies.

IV-JAPAN training center is distinctive for having businesses in its training center; On the Job Training shops (here after, OJT shop). After trainees learn the particular vocational skills in basic and intermediate course for 5 months, they gain entrepreneurial experience at advanced course OJT shop. OJT shop has restaurant, beauty salon and boutique. Trainees are involved in

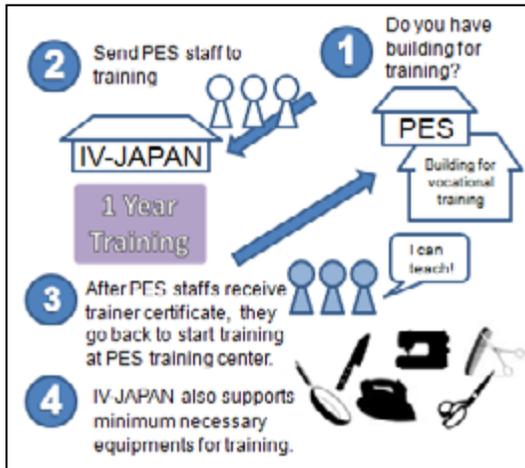


income generation activities through running businesses using the equipments installed in the training center. Trainees only need to invest on consumable materials or ingredients. All the profits made by trainees become their income so that they can pay tuition fee from that. At OJT shop, trainees can acquire essential business skills such as bookkeeping, accounting, hygiene, quality control, basic communication and customer service through interaction with the real customers. It is important to let the trainee make mistakes and learn how to recover the loss or damages, before they enter the labour market.

2. Allocation of sufficient skilled trainer

For the purpose of expanding benefits of our vocational training nation-wide, IV-JAPAN cooperates with local authorities, especially with Provincial Education Service (hereafter, PES), to raise and allocate skilled trainers. IV-JAPAN supports PES which has strong intention to develop vocational training in its province, when PES meets the IV-JAPAN support conditions; 1) there is a facility available for training, 2) PES has quota for vocational trainers and 3) PES has certain financial plan for the sustainable training operation including purchasing of the training materials and maintenance cost of the training equipments.

When PES meets these conditions, IV-JAPAN supports capacity building of the trainers and necessary equipments for training. The figure shows the trainer raising system. PES sends their staffs to be trained at IV-JAPAN training center for one year; two-month basic, three-month intermediate, 6-month advanced and one-month training of trainer. After completion of all these courses, they can become qualified trainer and teach at training centers in their hometown following the IV-JAPAN curriculum. So far, IV-JAPAN has been cooperating with, Bolikhamxay, Xiengkhouang, Phongsaly, Oudomxay, Savanakheth and Champasak PES besides Vientiane capital Education Department (hereafter, VED) and Vocational Education



Development Institute (hereafter, VEDI) at central level and has raised 77 qualified trainers (February 2015). After IV-JAPAN project completes in 2016, the management of the center is going to be fully handed over to VED and VEDI. Therefore, the cooperation between central and local authority is going to be important.

3. Solid financial management of the training center

3-1. Tuition fee

Many of the vocational training centers and institutes are financially supported by international organizations. However, to become the self-sufficient training center, the center itself also needs to generate income. Tuition fee is essential to provide sufficient training both in quality and quantity.

IV-JAPAN vocational training center in Vientiane capital charges tuition fee in the figure. The tuition fee is used for training material purchase and training activities. At advanced course OJT shop also charges tuition fee for maintenance of the training equipments. OJT shop also sells its products, paying labour cost for the trainees to produce, to generate income itself.

3-2. Center management system

For better quality of the training, OJT staffs including managers and trainers hold the staff meeting twice a week, to plan and monitor the training plan and budget for each cycle. They share the problems occurred during the training and discuss to solve them to improve training. They are required to report the

training activities to the management level, but authorized to make all decisions regarding with center and training management to encourage their ownership.

Tuition fee		
Course	Price	Usage
Basic	100,000kip/m	1. Training materials 2. Maintenance of equipments and facilities
Intermediate	130,000kip/m	1. Maintenance of equipments and facilities 2. Training activities
Advanced	80,000kip/m	1. Maintenance of equipments and facilities 2. Training activities

*This is the sample of training center in Vientiane capital. The tuition fee differs among each vocational training center.

Conclusion

Idea of “On the Job Training Center” is the lessons that IV-JAPAN learned through the implementation of the vocational training for more than decade. So far it shows a certain result that the 75% of the graduates have got job or started their own business. OJT center is applicable to any vocational training center or institute. IV-JAPAN hopes our experience will benefits the other training centers somehow. In the end, to expand benefits nation-wide and to reach the most vulnerable people, IV-JAPAN is going to continue coordination both with local authorities and private sectors.



Gender Mainstreaming Workshop

Anita Borkar, Regional Coordinator, Training for Transformation Programme

The workshop on Gender Mainstreaming was conducted as part of the Regional Consultation on Sustainable Development and Life Learning.

Two parallel workshops were conducted on Day 2 of the Consultation - one on Information and Technology and the other on Gender Mainstreaming. Participants self-selected the workshop based on their preferred interest. Eighteen participants participated in the workshop on Gender Mainstreaming, which was of 90 minutes duration. The workshop on Gender Mainstreaming was facilitated by Anita Borkar and Sumedha Sharma from ASPBAE.

The workshop began with participants introducing themselves and sharing one thing about themselves that they like about being a man or a woman. Post this introduction, a short quiz was conducted on Gender Inequalities. The questions asked from the participants and the multiple options given to them to choose from are given below. Correct answers highlighted in bold.

Quiz on Gender Inequalities

Question Number 1 - Of the world's 1.3 billion people living in extreme poverty how many are women and girls?

- a. 40%
- b. 60%
- c. **80%**



Question Number 2 - What percentage of property worldwide is owned by women?

- a. **1%**
- b. 10%
- c. 25%

Question Number 3 - What percentage of parliamentary seats worldwide are held by women?

- a. 08%
- b. **16%**
- c. 24%

Question Number 4 - Which of the following is responsible for the most deaths of women aged 15 - 44?

- a. **gender-based violence**
- b. pregnancy & child bearing
- c. war

Question Number 5 - What fraction of the world's working hours are worked by women and girls?

- a. One-fourth
- b. Half
- c. **Two thirds**

Question Number 6 - Gender equality is an issue that is relevant to:

- a. Girls and Women
- b. Developing countries
- c. **All societies, women and men alike**

The following shared understanding was reached after a detailed discussion among the participants, based on the questions in the quiz -

- Gender Equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.
- Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
- Gender Equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.
- Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.
- Gender Equality is not a women's issue but should concern and fully engage men as well as women.

The concept of gender mainstreaming was shared with the participants, as follows:

What is Gender Mainstreaming?

- Gender Mainstreaming is a globally accepted strategy for promoting gender equality,
- Gender Mainstreaming is not an end in itself but an approach to achieve the goal of gender equality,
- Gender Mainstreaming involves ensuring that gender perspectives & attention to the goal of gender equality are central to all activities e.g. policy development, research, advocacy, legislation, resource allocation as well as planning, implementation and monitoring of programmes and projects,

The participants were then divided into two groups - one represented by NGOs and the other by the government departments. Each group was asked to do an assessment of their organisations from a gendered lens, using the following assessment tool. The participants discussed their responses within their group and presented their assessment in the plenary.

Assessment of Organisations		Yes	No
1.	Does your organisation have a formal policy on gender issues?		
2.	Is there a person responsible (gender focal point) for gender mainstreaming in your organisation?		
3.	Is there balanced representation of men and women at all levels of staffing?		
4.	Is there a balanced representation of men and women in leadership roles?		
5.	Has your organisation produced any gender specific publications? Please name two latest publications		
6.	Budget used for gender activities within your organisation per year? Please give an estimate in US\$ _____		
7.	Do the terms of reference for all posts require gender sensitivity?		
8..	Do all staffing advertisements indicate that your organisation is an equal opportunity employer?		

Assessment of Organisations			
		Yes	No
9.	Does the staff receive training in gender mainstreaming?		
10.	Is a gender component in-built in all training, capacity building programs and meetings?		
11.	Are there consistent mechanisms in place in your organisation to ensure that women and men participate equally in events as speakers, chairpersons, decision-makers etc.?		
12.	Does the organisational leadership demonstrate commitment to Gender Policy?		
13.	In your opinion does your organisation face serious problems in mainstreaming gender?		
14.	Are you satisfied with your organisation's gender mainstreaming practice?		
15.	Do you consider your organisation to be a gender-friendly organisation?		

The group representing the NGOs comprised of 8 women and 1 man. This group realised that their organisations had mainstreamed gender into their policies and program relatively better than the group (2 women and 7 men) representing government departments. Both the groups agreed that there was much to be achieved towards mainstreaming gender in their respective organisations.

The participants were then divided into 2 groups of men and women for the conclusion of the workshop. Each group was requested to give one gift (as a wish) to the other group i.e. the men's group had to gift something to the women's group and vice versa. The men's group gifted shared work and responsibilities in household and domestic work to the women's group and the women's group gifted love and support in creating a safe space to express failures and grief to the men.

Participants shared that they would take this assessment tool to their own organisations to collectively reflect and initiate appropriate actions to mainstream gender in their organisational policies and programs.

Information and Communications Workshop on Power Point Presentations

Medha Soni, Information and Communications Coordinator, ASPBAE

The mood was upbeat as participants gathered for an ASPBAE Information and Communications workshop focusing on making effective PowerPoint presentations for advocacy. 2015 is a crucial year for the education constituency as the year will see a new set of development and education goals being put in to practice. As civil society organisations prepare to scale up their advocacy efforts towards global and regional processes that will determine the new goals, it is imperative that they are geared up with their communication skills to have the most impact in their efforts. It is in this context that the workshop on making effective PowerPoint presentations was held for teachers and for representatives of the DNFE.

Participants were very keen and enthusiastic about the workshop as making PowerPoint presentations is a regular feature for most of them in their professional lives. It is safe to say that the majority of people make presentations that are uninspiring, monotonous, and unimaginative. This workshop offered participants tips and tricks for making presentations that are engaging, informative, interesting, and creative.





Needless to say, the participants had a great time putting together their own PowerPoint presentations in groups. The workshop encouraged them to think out of the box and challenged them to make effective presentations where they had to prioritise information and present it in an attractive and easy-to-understand manner.

At the end of the workshop, many participants expressed that they were better equipped to make good presentations and several of them commented that they will apply the methods they were introduced to in the workshop for the next PowerPoint presentation they will prepare.

As the facilitator, I was very impressed with the level of interest in the workshop and the cheerful and excited mood the participants brought with them. While English was not a first language for most of the participants, they were engaged and fully participated in the group work. The atmosphere and mood amongst the group was light, fun, upbeat, and most of all, interactive.

The following is a summary of what was presented at the workshop.

7 Tips for an Awesome PowerPoint Presentation

Delete normality

- Avoid using standard templates - they are templates are boring and ugly; not fun to look at; usually contain loads of text; and they are unoriginal.

Create your own design to the PowerPoint slides.

- Try different combinations of texts and fonts and be creative.

Play with colours

- Use dark colours for text

Use good fonts

- Times New Roman is good while reading a hard copy but is not original when used in a PowerPoint presentation. No one take Comic Sans seriously.
- Calibri, Arial Bold, Helvetica, Lucida Sans are all good fonts to use. They are clear and easy to read.
- Curvy, wavy, and script fonts should be avoided. It is very difficult to read them.
- Avoid all caps and italics. They are also difficult to read.



Text is evil

- Do not use too much text on slides.
- Endless bullet points are boring.
- Tell a story with a beginning, middle, and an end.
- People generally do not read slides and listen at the same time
- People read faster than they hear.
- People can read 275 words a min, versus being able to hear only 150 words a min. They will read your bullet points before you can say them and then they'll stop listening.

Let your slides breathe

- Less is more
- Have one idea per slide. You can then build on that idea within the slide. It lets your audience listen to you.
- Do not use your slides as a manuscript.
- Keep your presentation visually appealing.
- Break up your bullet points in to separate slides.

Images say more than a thousand words

- Use images that catch people's attention.
- Keep it to one good image per slide.
- Chose images that make your message more powerful.
- Do not stretch or distort images to fit your slide. Use high quality photos. They should not be grainy or out of focus.

Infographics are amazing!

- Present graphs and statistics in a manner that is easy to understand, e.g. 50% will google infographics are seeing this presentation; one out of ten people will copy this presentation.

Get inspired

- Be inspired to make your presentation interesting, exciting, relevant, and visually appealing.
- Use less text, use more images.

The Complexity of Adult Literacy Education

Lamphoune Luangxay, PhD Candidate, School of Education, University of Queensland, Australia

In this paper, I will argue that the complex field of adult literacy education can be understood through an analysis of the conceptual understandings of literacy that underpin the many various programmes used to improve the literacy abilities of adults.

These understandings include literacy as a set of skills, literacy as economic capital, literacy as empowerment, and literacy as social practice. I will argue that these approaches have been developed in the past and currently fail to take account the postmodern world and the impact of globalisation on changing living conditions. I will also argue that these approaches do not take local contexts into consideration and the importance of literacy within the social, economic and political conditions in which literacy practices occur.

My paper will suggest that each conceptual understanding of adult literacy education is necessary but not sufficient in itself and adult literacy programs need to consider incorporating aspects of all four approaches in order to maximise benefits and reflect participants' needs in a globalised world.



Introduction

Adult literacy education is a complex concept. It is difficult to find a precise definition of adult literacy mainly because there are different perspectives on literacy depending on how adult literacy is perceived.

Adult literacy is defined as the ability to read and write a sentence starting simple sentences in everyday life to functional level of literacy (UNESCO, 2006c). However, scholars (for example, Barton, 2007; Barton & Lee, 2011; Gee, 2012; Graff, 1991; Heath, 1983; Kirsch, 2001; Papen, 2005a, 2005b; Perry, 2012; Street, 1984, 1993, 2005) disagree with the definition arguing that literacy is not only the ability to decode printed texts which is normally happening in classrooms, but there are multi-literacies embedded in everyday life outside classrooms - at homes and in communities. Cole and Scribner (1981) conclude that "literacy is not simply knowing how to read and write a particular script but applying this knowledge for specific purposes in specific context of use" (p. 236). Recently, Gee (2012) contend that "literacy has no effects - indeed, no meaning - apart from particular cultural contexts in which it is used, and it has different effects in different contexts" (p. 77).

From the different views, I have summarized how adult literacy is perceived through different literacy approaches based on different beliefs - literacy as a skill, literacy as economic capital, literacy as empowerment and literacy as social practice.

Literacy as a skill

In this approach literacy is simply defined as the 'ability to read and write' a national language in which the literacy is classified by level starting from basic to functional level (UNESCO, 2006c). In this concept, literacy is perceived as an entry point to enter better health condition, poverty reduction and participation in political activities (Corus & Ozanne, 2011; Krishna, 2005; Robinson-Pant, 2004). It is thus literacy is a fundamental condition of the adults must have as a tool for acquiring well-being, for those who do not have it need to be filled by literacy experts.

Classes are organised in a school-based structure where learners sit in groups and listen to teachers, read and copy what teachers write on the blackboard (Malan, 1996; Rogers, 2000, 2005). The participants start learning from a basic literacy skill and pass the examination in order to proceed to the next level (Barton, 2007; Street, 1995). They learn the rules of how to read

and write as designed, and are treated as empty boxes (Freire, 1985; Freire, Ramos, & Macedo, 2004).

Critiques and limitations

It is widely accepted that this approach has failed to make literacy learners achieve what is promised to achieve (Corus & Ozanne, 2011; Wagner, 2011). Scholars (for example, Bartlett, 2008; Freire, 1970; Nordtveit, 2008; Stromquist, 2008) argue that literacy per se does not improve social and economic performance, but rather good government policies and availability of social structures and economic infrastructure is required. This literacy approach is likely to ignore other conditions and contexts where the literacy participants live.

Literacy as economic capital

Literacy as economic capital conceptualizes literacy is not just about reading and writing but it is to learn how to read and write for specific business assisting the poor to improve their economic status and disadvantaged people for their better economic status quo. This notion is derived from deficiency of economic perspective in adult literacy.

The literacy programmes are based on different learners' needs and local contexts and learning through doing actual work or learning from the real situations and materials. Classes are organised in a form of training or workshop rather than learning how to read and write and the content of such literacy courses focus on specific functional skills such as languages, signs and symbols in which they are used in specific tasks that they need to use in the workplace and everyday life (Corus & Ozanne, 2011; John, 2013).

Critiques and limitations

Although literacy is considered as a tool for poverty reduction, the poverty in this view is perceived as an individual problem, but the reasons for structural inequality are not addressed. Bartlett (2008) argues that literacy per se has no predicable economic or political impact. Betts (2003) also shares the same argument that literacy is useful in for economic development only if there is supporting economic structure and conditions. Ethnographic research in the Czech Republic, investigating the practices of functional literacy for people living in rural areas, has found that the use is very limited because of unavailability of economic structures (Rabucicov & Oplatkov, 2010).

In sum, the notion of literacy as economic capital is perceived as an alternative way of treating literacy as not just to learn but to earn.

Literacy as empowerment

Literacy, from this view, is derived from ideology that illiteracy problem is a result of the unequal social and political structure constructed by dominant groups (Freire, 1985). In this perspective, literacy is not just only the ability to read and write and use this ability to function in everyday life, but it is an emancipation process (Duckworth, 2014; Lankshear & Knobel, 2011; Macedo & Freire, 1987; Tozer, Violas, & Senese, 1995, pp. 247-272). This concept of literacy leads to understanding that there will not be illiteracy problem if all schooled aged children enrol in schools and existing illiterate adults can be eradicated if learning opportunities are provided (Burton, 1969; Wagner, 1995). As a result, nationwide literacy campaign is used as tool for an emancipatory process in which literacy educators assist literacy participants to recognise how oppression has limited their literacy potential and think of a better world and then fight to achieve it by transforming totality of social structures (Freire, 1985; Macedo & Freire, 1987).

Critiques and limitations

It is not likely to be adaptable to change within the globalisation era in which there are multi-layered power structures that influence literacy programmes. In Freire's concept of literacy as oppression (Freire, 1985), oppression is about the relationships between dominant power and the subordinates within a particular society. Yet Freire's concept does not acknowledge multi-layers of oppression intersected between societies.

Adult literacy programmes include concepts, content, and approaches imposed by global ideals through lateral and bilateral programmes using both financial and technical cooperation, particularly in developing countries through funding agencies and donors (see Corrine & Jennifer, 2007; Dorn & Ghodsee, 2012; Wagner, 2011). Global international cooperation has influenced literacy policies, purposes, and approaches so that it is not owned by a country but belongs to funding organisations and donors. More importantly, this is not simply technical and financial assistance, but is an example of global imperialism (Corrine & Jennifer, 2007; Dorn & Ghodsee, 2012).

In sum, literacy as empowerment is developed for political purposes rather than to assist individuals to improve their living conditions. The literacy programmes are imposed and maintained by politicians and educators to

grasp their purpose. This approach was widely employed during the 1960s to 1980s in the contexts of revolution aftermath, but it is not likely to be relevant in present particularly in the societies with authoritarian system and in globalised world.

Literacy as social practice

Literacy as social practice conceptualizes that there are multi-literacies embedded in our everyday life, the meaning of literacy is not neutral but depending on a specific purpose in a specific context in which literacy is used (Cole & Scribner, 1981; Street, 1984). In this approach, literacy programmes are based on the skills needed by learners for practice in his or her everyday life in particular social and cultural contexts and reading and writing a language is just small part of literacies embedded in social and cultural practices (Barton, 2007; Street, 2005).

Critiques and limitations

This approach is not widely accepted, particularly among politicians and educators due to the elusiveness of results. Although the social practice theorists (for example, Papen, 2005a; Street, 2005) point out that this approach is relevant to the needs and contexts of participants, evidence from researches have shown the practiced literacies embedded in participants’



everyday life do not mean that the participants need such literacy for their lives (Papen, 2005b; see also Fingeret, 1983; Prins, 2010). For example, participants do not actually see literacy as necessary for them. They just come to literacy class and discuss their general problems, and do not see the need for use in their everyday life. Their participation in literacy programmes is not because they care about their future, but more importantly for their social recognition or symbolic value in their society. When they attend literacy class, they feel confident they are recognized by society (Papen, 2005b).

Furthermore, there is a concern that this concept is likely to be confined to local literacies with less attention to literacies influenced from outside communities, particularly in adult literacy education. Most work of New Literacy Studies (NLS) (for example, Brandt & Clinton, 2002) is concerned about how the official illiterate people practise their local literacies associated with their private life and their communities. This tends to ignore the relationship between people in one community and other literacies practised by outside community such as business contracts, laws and so on and the literacy used worldwide such as language of modern technology devices such as mobile phones (see also Brandt & Clinton, 2002).

Summary

Each approach is useful but also not sufficient in itself in a reason that adult literacy education is not simply about to engage potential literacy in to learning process, but importantly literacy programmes need to be empowered individuals to think of better life in all development aspects - social-economic development and political participation. Therefore, in order to do this, it is necessary for literacy providers and educators to engage potential literates to initiate the literacy programmes for their own benefits.

Resources

The full list of resources comprises of about 150 titles are on the attached CD.

The Basic Skills Lao and Math Series

Anne Thomas, Education Consultant, WORLD-RENEW

Context

Many villagers from the remote and rural areas in the Lao PDR do not have basic literacy and numeracy skills which are foundational for lifelong learning. This is especially true for people from ethnic groups from the mountainous areas, especially girls and women, many of whom are pre-literate.

Community development projects working in remote rural villages have encountered great difficulty finding literate community members who can in turn be trained for posts which would benefit their communities. They have found that ethnic villages in remote areas tend to have a dearth of people who have the basic skills necessary for further training to benefit their lives and communities.

Basic literacy and math skills are necessary for various posts such as village health or veterinarian volunteers, village chief, or other village posts. Villagers who have obtained basic literacy and math skills can gain further training which would benefit their families and communities. They would be able to more effectively fill posts, such as members of the parent-teacher association, or the village development committee.



They would be able to more fully understand new information which is relevant to their wellbeing and livelihoods, concerning basic health, hygiene, agriculture, and community development. In addition, they would be able to gain fair market prices for their products.

Many of the ethnic youth and adults in remote, mountainous communities lack confidence that they can gain literacy and math skills. Thus they tend to emphasize education only for the younger family members, and avoid attending classes themselves. An important challenge is their limited understanding of the Lao language, especially on the part of women and girls. In addition, their farming activities necessary for their livelihood keeps them busy from dawn until dusk. Thus, although schools have recently come to many of the remote ethnic villages, the classes are full of younger children, many of whom are boys. The adults and youth, in particular women and girls, are reluctant to attend classes, largely due to a lack of confidence that they can actually succeed at learning basic reading and math skills. The women and girls in particular do not understand the Lao language. They say they do not understand the text books or learning materials which are the standard texts for non-formal education or primary school classes. All family members are busy with livelihood activities from dawn until dusk.

Thus functional literacy rates in rural areas continue to be very low. Many youth and adults in remote ethnic communities cannot read, write, or do the basic calculations necessary for their daily lives which are necessary in the rapidly emerging market economy.

Target Group

The Basic Skills Lao and Math Series enables villagers to gain basic literacy and math skills, which provide a foundation for lifelong learning. The materials are designed to address the needs of children, youth, and adults who have not yet had an opportunity to gain an education. In addition, the Basic Skills Lao and Math Series is appropriate for primary school drop outs, and those who have failed the standard non-formal education classes. They are appropriate for those excluded from regular classes due to physical disabilities, as well as those who have attended school but have weak reading, writing, and basic math skills. The detailed illustrations help convey the meaning of the vocabulary and phrases, making them particularly useful for learners from ethnic groups who do not understand the Lao language well. The illustrations are also of particular use for instructing special needs students, or anyone who face challenges in learning.

The materials are useful for a variety of settings, whether non-formal education classes, or in a more informal education setting, e.g. small interest

groups, individual tutoring, or self-learning with assistance from a family member or friend. They are useful for strengthening the reading, writing, and math skills of learners of any age or background, whether children, youth, adults.



Content

The Basic Skills Series teaches basic reading and writing, and introduce the most common consonants and vowels in the Lao language through three books, divided into 86 lessons. The books also teach the numbers from 1-100, together with simple addition and subtraction. Topics relate to information relevant to everyday life in the community, with a special emphasis on essential health information necessary for the good health and hygiene at the family and community level. Thus in addition to teaching basic literacy and numeracy skills, the materials also teach fundamental health knowledge important to the well-being of families, e.g. the importance of breast feeding, how to make oral rehydration solution, the importance of good hygiene at the family level, and using mosquito nets to prevent malaria.

Illustrated teaching aids and a book of songs have been designed to correspond with the lessons. The song book includes educational songs (e.g. hygiene, health, math) as well as popular traditional songs. An interactive method is used in the lessons which actively engages the learner. This includes the extensive use of slates (write boards) as well as illustrated teaching aids.

The math lessons were added upon the repeated request of the villagers who feel they need to learn basic math skills as they transition from a barter to a market economy. Community members of all ages wanted to be able to calculate prices in the market with accuracy and confidence. The women in particular felt a need to strengthen their marketing skills.

Field Testing

The materials were developed and field tested in remote ethnic villages in cooperation with the Ministry of Education and Sports' Department of Non-formal Education (NFE). Classes were held at a location and time mutually agreed upon by the community, usually in the evenings after the field work was completed for the day.

Two international non-profit organizations, World Renew and World Concern, supported the curriculum development, teacher training, and field testing process in four remote ethnic districts in Sekong and Phongsaly Provinces. The materials were produced using a bottom-up consultative process. The lessons were field tested in non-formal education classes for youth and adults over a period of three years (2009 to 2012). Feedback was systematically gathered for each lesson from teachers and their students, and reviewed together with the representatives from the relevant District Education Bureaus (DEBs), Provincial Education Service (PES), and the MOES' NFE Department. The number of learners using the materials for each of the three years ranged from 250 to 550.

Detailed feedback was gathered concerning all aspects of the lessons: vocabulary used, accompanying illustrations, sentences and stories, as well as the level of difficulty, pace, and layout of the lessons. Lessons were revised based upon the feedback: e.g. start at a lower level, be slower-paced, and focus on vocabulary used in the villagers' daily life. Feedback concerning the illustrations included: increase the number of illustrations, ensure they match the text line for line whenever possible, and make illustrations as realistic as possible.

The materials were field tested in four districts of two provinces, for a total of 26 villages, which included three ethnic groups in the southern Lao PDR (Sekong Province) and five ethnic groups in northern Phongsaly Province. Many of the villagers did not speak Lao, in particular, the girls and women. Most of the learners were pre-literate, and were attending classes for the first time. Many lacked confidence that they would ever learn to read and write.

Based upon feedback from the field testing, lessons were added and expanded, for a total of three books, each comprised of approximately 30

lessons. Upon successful completion of the series, the learner has gained the necessary foundation in basic literacy and math skills to proceed to other texts and materials already available.

Each lesson follows the same format, which makes it easy for students and teachers to use. Community teachers proved especially effective, as they could communicate the meaning of the lessons to their students using the ethnic language. Lessons are designed to take about two hours to complete. Thus students studying one lesson per day could complete one book each month. Most non-formal education classes in the target sites met 5 days a week for two hours each time. Those in remote ethnic villages with limited Lao skills preferred to go at a slower pace, completing one book in two or three months. The rate of progressing through the materials was often related to the learners' level of oral Lao proficiency.

The field testing showed that pre-literate learners quickly gained confidence and proceeded through the lessons, learning to read, write, and calculate basic math problems. They enjoyed the lessons and enjoyed learning to read and attending classes. All of the learners were from ethnic groups which did not speak the Lao language well. Most had never had an opportunity to learn to read before, and had never imagined that they would be successful at learning to read. They felt the standard literacy texts were far too difficult for them. Thus they were very enthusiastic to use these new illustrated materials basic skills materials which they found to be appropriate for their pre-literate level.



Community Instructors

The method used in the Basic Skills Series is simple for both teachers and students to use and understand. An illustrated manual has been developed for community teachers to guide them step-by-step through the teaching-learning activities.

Thus community members who have no prior teaching experience can be trained as teachers. The communities together with local education authorities select potential teachers from among the most educated community members, who then attend a one-week teacher training workshop. Instructors in some villages include the government primary school teachers. However, during the field testing it was found that the government teachers often instructed the higher-level non-formal education classes (grade 3-5 equivalent), while the community teacher instructed the preparatory ('Basic Skills') level. In some cases, the entire village population may be illiterate, with the exception of several youth who have gone to primary school in a neighbouring village or district center. These youth are then trained as teachers. Their students are the youth and adults from the hardest-to-reach locations who have had little or no access to education. During the field testing, there were some instances in which the entire village joined the evening classes.

Community members who have been trained to be teachers have proven to be effective instructors. They speak the language of their ethnic students, and are able to explain the meaning of the words and sentences to their learners. They also understand the necessity of starting at the level of the students and proceeding at their pace. Primary school teachers also proved to be effective teachers, especially those who were able to communicate with the learners in their own ethnic language. The one-week teacher training sessions are supplemented by follow-up on-site guidance. This is provided by trainers making regular monitoring visits. Often they find they need to demonstrate for the teacher how to use the teaching aids, and how to include student activities throughout the steps of the lessons. This is because the instructors do not have much experience using interactive teaching-learning processes and student-centered classroom activities.

The enthusiasm of the instructors and the learners has demonstrated how popular and 'teacher and student friendly' these newly developed Basic Skills materials are. The students gain confidence as they progress quickly through the materials, and thereby gain the necessary foundational skills, confidence, and enthusiasm for further lifelong learning.

Ethnic Community School Readiness Pilot Project

Ari Vitikainen, Education Program Advisor in Laos, WORLD-RENEW

The Ethnic Community School Readiness Pilot Project is a new initiative launched by the NGO World Renew in conjunction with the MOES. It is a small pilot project focusing on four ethnic villages in Mai District, Phongsaly Province and working closely with local education officials. The villagers in this area are Rshi (very closely related to Loma and categorized by the Lao government as Lao Sung Ko) and are culturally and linguistically related to the Akha ethnic group. The project sent two young Loma women who have completed eighth grade for a nine month pre-school teacher training in LouangPrabang. They are now teaching in two of these Rshi villages.

The focus of the project is to learn and pilot effective practices for inclusive education among ethnic groups. This community based school readiness project aims to develop and pilot a model of early childhood education which is appropriate to the local ethnic communities, builds on community knowledge, and helps prepare the learners for grade 1.





Objectives include:

1. Increased Community Involvement: Communities have increased capacity and involvement in inclusive education (PTA, support cultural curriculum, intergenerational learning)
2. Pilot Culturally Relevant Playgroups: Develop a process for starting cost effective school readiness playgroups that use predominantly locally available materials, cultural assets and mother-tongue language.
3. Learning Effective Practices for Inclusive Education: World Renew and the government are learning effective practices to establish inclusive education among ethnic groups. (action research and knowledge sharing)

Detailed research concerning the local culture, language, ethnic arts, and customs has been conducted as foundational to the project. Activities to accomplish the objectives include training of two community teachers in research, materials production and teaching. Identifying local community members to assist has been key. The local community, culture and customs provide a wealth of resource for the instruction and content. Local villagers (mothers, experts in specific handcraft areas, elders) are being encouraged to become involved in these efforts.

Progress

As a result of these activities, much progress has been made in the first year in laying the foundation. Staff and two ethnic teachers were trained and collected base-line data for all students in the two pre-school classes and in

one first grade class. This data when compared with end of school year data can help us understand better what progress has been made and where improvement is needed.



Training and support is being provided for the two ethnic community pre-school teachers, including providing books and training in how to use them in the classroom. One of the teachers is doing especially well and has developed 2 songs in the mother tongue, a few teaching materials and activities. The project will also identify ethnic high school students to send for teacher training, as well as community members to help in the classroom.

Culture and language research include the production and revision of a cultural calendar, which shows the everyday life and activities of the villagers by season. These are illustrated by photographs of their agricultural, livelihood, family, and social activities taken in their villages representing a calendar year. The different layers of the calendar represent the activities within the village, fields and forest, while also highlighting which activities are men's or women's work. We are also documenting the language and piloting how oral and written language can be used in the classroom and for involving the community.

We also are developing extensive audio and video resources about the language, culture and daily life, some of which are being used to develop draft copies of story booklets and teaching resources.

Community involvement has continued to increase through a number of activities related to ethno-arts promotion. This includes eight community members participating in a study tour to Long District for a cultural exchange event (with Akha) in which the education and development activities were highlighted. In addition, the communities have been involved in giving feedback on audio and visual materials production, as well as recruitment of local staff and volunteers. The project is focusing on developing local capacity, rather than recruiting staff from the outside. Thus there is a strong focus on working informally with ethnic villagers and ethnic students to build their capacity to conduct language and culture research, develop materials and participate in the learning of young people in their home communities.

The project aims to provide a pilot for learning effective approaches for school readiness among ethnic children, towards the goal of inclusive education. The research and process is being documented in order to help facilitate learning in this field. Project activities are listed below in order to illustrate the process and activities which are being trialled.



Community Mobilizing

- Facilitate ethnic villagers organizing ethno-arts events in their villages
- Identify ethnic community members interested in telling and recording traditional stories
- Meet with ethnic community members to discuss topics, ways to teach, and select local experts who can volunteer to help the classes on specific topics
- Explore interest in language/culture in target villages
- Develop themes and content for local curriculum through discussion with community
- Meet with ethnic village volunteers concerning language and culture research
- Facilitate awareness-raising activities with the communities, ethnic high school students, and ethnic community teachers
- Facilitate study tours/culture exchange to community ethnic culture and education program of same ethnicity in a different province
- Facilitate ethnic village women doing an activity for school children

Curriculum development

- Observe local pre-school and first grade classes
- Develop and pilot Lao language module for ethnic students
- Revise annual calendar of cultural activities, indigenous knowledge, art forms and livelihood tasks
- Find and work with experts in local handicrafts, e.g. cotton (reeling, dyeing, spinning, weaving, sewing)
- Study existing curriculum/develop themes for local curriculum/mother tongue
- Develop activities, stories, and teaching materials for each theme
- Prepare interview guide- challenges, suggestions, best practices, reaction to new idea
- Consult with district officials about integration of local curriculum
- Interview and select ethnic high school students- (education, experience, motivation, family support)
- Orient/train ethnic high school students- project concept, research, computer
- Find out about numbers, counting, time, etc. in ethnic culture

Staff and Volunteer Training

Recruitment, training, mobilization

- Identify ethnic community member volunteers with interest/skills
- Training in skills: drawing, interviewing, video-taping/editing, writing stories, producing educational materials

Training of staff/ teachers

- Develop and try alternative evaluation criteria for pre-school teachers
- Develop material and train preschool teachers to pilot effective methods in teaching oral Lao language
- Select and prepare 2 ethnic students as community pre-school teachers

We are encouraged by the increasing interest within the community and by the potential which this approach has in involving the community, improving the quality of education and providing lessons which can be applied elsewhere in similar situations.



Non-formal Education in Poor Districts of Savannaketh Province

Mana Chanthalanonh, Monitoring & Evaluation Coordinator
Heribert Hinzen, Regional Director, DWV International

When DWV International planned to start work in Lao PDR it was clear that there is a need to look at all levels: National, provincial, district, and village. This is also the structure of Lao Government, its Ministry of Education and Sports, and the DNFE. For policy implementation there are especially the national and provincial levels, for management of development the district is most important - and it all should help to develop and improve the life of the people living in the towns and villages.

We therefore invested into new policies for lifelong learning and non-formal education, had a high number of capacity building and training workshops, produced materials that could be used for literacy or equivalency efforts, and looked into the learning and training needs of villages and their inhabitants. Not all districts have a similar level of development. Lao Government identified 47 of the poorest and asked development partners to help in those with new projects. This was important in the selection and actually one of the reasons why DWV started to support non-formal education through literacy and skills training in Nong and Sepone districts of Savannaketh province already several years ago. (1)



The work proved very difficult, challenging, and demanding. Both districts are close to the boarder to Vietnam as can be seen from the map. Many of the villages are really remote in the sense that they cannot be reached easily for several months of the rainy season in the year due to bad roads.



However, DVV International started work there already in 2010 in cooperation with a German partner WHH, and two Lao NPAs (Non-profit Associations) called NORMAI, and CoDA. Whereas these partners got involved in several aspects of agricultural and community development, DVV and its Local Authority partners got involved deeper in literacy and related capacity building. In 2011 we supported an assessment on what had been achieved so far, and how to move further. (2)

New SCOPE

As the work was successful, despite of all the difficulties, in consultation with Lao Government we decided to go for additional funding via the EU Non-state Actors budget line. We forged again a consortium with WHH and CoDA and our proposal “Strengthening the Capacities of Organisations for Poverty Eradication” (SCOPE) was approved for a period of three years. It covers

twenty villages in Nong and Sepone districts, and it could build strongly on our experiences gained with partners and people in the districts and villages.

The project had to reflect and respect the existing challenges:

- 62% of the households are classified as poor.
- Lack of infrastructure (road access, electricity, water supply, latrines etc.)
- Unexploded ordnance from the Indochina war (still around 80 million bombs and mines)
- Language barriers (in some villages 85% of the population speak Bru and Makong, not Lao)
- Some of the agricultural practices raise not enough yield to feed the family year round
- Government agencies need more capacity building for better services.

The SCOPE project therefore came up with a set of expected results that were taking some of the problems on the activities level to improve the situation. There are five (3):

1. The organizational capacity of the partner Non-state actors (NSA), as well as at least two Local Authorities (LAs), in Savannaketh Province is strengthened.
2. The institutional environment in which NSAs operate at the provincial and district levels is improved.
3. The organizational capacity of Village Committees and other selected Community Based Organization (CBOs) in targeted villages is strengthened.
4. The delivery of relevant and effective non-formal education (NFE) services in target villages is improved.
5. Food security in target villages is improved through diversification of livelihood systems.

It can clearly be seen that the project has an integrated approach to the development of the communities, improvements in agriculture and food production, and a strong capacity building component. These were areas especially for WHH and CoDA. DVV International had to concentrate on the result related to quality non-formal education.

Here the project proposal covered four areas:

- 4.1 Set up or upgrade model Community Learning and Development Centre (CLDC), including training of CLDC managers

- 4.2 Training facilitators on NFE courses, as well as short-term livelihood-oriented basic literacy and numeracy, and life skills education courses
- 4.3 Provide tailored basic vocational training courses
- 4.4 Conduct annual community development and learning events, including ‘financial literacy’ awareness-raising through ‘theatre-for-development’.



Implementation and monitoring

Following the approval of the proposal WHH and the Provincial Authorities engaged in a process of creating a Memorandum of Understanding (MoU) that could guide the implementation of the project. That unfortunately took much longer than expected so that most of the activities got delayed by almost a year. The second year therefore was a serious attempt to catch up with what could not be done in the first, and what had been planned for the second year. As can be imagined a very difficult period, especially if we look at quality aspects in the implementation.

After the second year, actually in preparation of the final year, a special monitoring mission by the M&E Coordinator of DVV International took place to assess what has been achieved in respect to the four main activities under result four.

A plan to visit all villages within 25 days was prepared by the M&E Coordinator and discussed within the team dealing with the EU project. The following instruments were used:

- Review of available documents and data before field work
- Dialogue with District Education Offices (DEO) applying a SWOT (strength, weakness, opportunities, threads) analysis
- Discussions with NFE staff and also using SWOT analysis
- Community dialogues in all 22 villages
- Interviews with village authorities, including women
- Dialogues with CLDC committees, managers and facilitators
- The monitoring team to comprise of the DVV International Coordinator, driver, representatives of DEO, NFE staff, interpreters for Bru.

The full report on this monitoring mission is still in draft form. It will then be discussed with the EU team, with NFE staff, with WHH, CoDA and Local Authorities. However, here are some of the preliminary findings:

- **CLDC construction**

In a number of villages the construction could be done with a high level of local contributions, and the development of capacities. Villagers contributed materials available in the area like sand, wood, gravel, and offered their labor.



Very successful was the combination with skills training on construction: Participants of the training constructed the floor, they produced the needed brick blocks, and they set up the roofs.



All in all work on 22 CLDCs could be completed for 8 who have been handed-over and start using, not yet so much for non-formal education but for primary schools, kindergarten, or meetings. There will be an attempt to finish the rest soon, and have the equipments of chairs and tables, shelves and books so that they can be fully used for non-formal education purposes. An up-date of the CLDC managers training may be needed also.

- **NFE and life skills courses**

These provide tailored short-term livelihood-focused basic literacy, numeracy and life skills courses. Capacity building is done by training facilitators in the Reflect methodology in order to conduct regular youth and adult NFE courses as well as short-term livelihood-oriented basic literacy, numeracy and life skills education courses. However, due to the declaration by the Government on “illiteracy free” in our target area, nevertheless the project still supports literacy programs in target villages based in Nong district. The life skills courses that the project did are in other target villages that do not have literacy programs.

The project assigned Government line agencies from like Lao Women Union, from health sector, from agriculture and forestry office to conduct course which serve cross-cutting issues, and do the awareness raising based on their expertise, plan and policies.

- **Basic vocational training**

These tailored basic vocational training courses were based on the results of needs assessments conducted in the target villages. The project provided crucial basic vocational skills based on the urgent need on CLDC construction by invited the trainers from Integrated Vocational Education Training (IVET) school of Salavan province. Therefore, regarding to the experiences on CLDC construction the participations of the villages had to improve quality. So, the project designed to provide the courses on concrete brick-blocks and carpentry and to improve the capacity of the villagers on related skills. These courses contributed to the practice of real construction, and the final output is that the CLDCs in the target villages were constructed with quality through the skills of local people. Especially some of the trainees which we selected from the villages gained the skills which will support sustainability in this area. Moreover, during the visit the jar production training for water containers was conducted in the villages by using our CLDC as a place.





- **Financial literacy and theatre**

The aim of this activity is to raise awareness in the areas which are supported for more effective out-reach and motivate the entire village population to learn more in basic financial knowledge, such as saving techniques. This should enable them to decide if borrowing or taking a loan is reasonable in a certain context through theatre-for-development. By inviting the Lao-Indian Entrepreneurship Development Centre (LIEDC) as a trainer, we support our NFE staff, local government line agencies and some villagers as the theatre group which get trained can later conduct participatory performances focusing on 'financial literacy' in the target villages of both Nong and Xepon districts. These performances gained knowledge for the people and was used as lesson learnt for them to slowly change their social culture and livelihoods, especially the challenges on gender and social constrains.

Other achievements

Regarding to the experiences gained in the literacy program from the previous project that DWV International supported, in the target villages NFE and literacy was provided. The project selected facilitators from the target villages (two each) and provided them with the TOT (Training of Trainers) on the Reflect approach and other methods of teaching. Then they go back to their own villages and provide the literacy classes. Also, we supported their honorarium as stipulated from the government agreement as well as teaching materials and learning material to the learners.



Capacity building of NFE staff

Regarding to the 4 NFE project staff who are based in Nong and Xepon districts, one is the main NFE coordinator and the others are NFE advisers. They are not only providing their experiences from their expertise, they also gain the knowledge and skills from the project such as training in computer, ICT, English, gender mainstreaming, and CLDC management. Furthermore, the study tours for both aspects of other provinces in Lao PDR as well as and outside to Thailand was also done during the previous period.

Film shooting and cutting

Based on the experience of DVV International on making a film earlier with DNFE on Non-formal Education in Lao PDR, the EU project film is produced by cooperation with Savannaket Television office together with DVV International. The aim was to produce a project film about activities in Xepon and Nong districts, which are supported by EU funding and aim to contribute to poverty reduction in Lao PDR, particularly amongst vulnerable ethnic minority groups. In order to reach a broader audience in Lao PDR, the action supported media organizations to develop and disseminate broadcast items, in collaboration with the Provincial and District Information and Culture Offices (SCOPE proposal). One short film about the project is almost completed and this will be broadcasted nationwide on the popular Lao Star TV channel, and presented to policy makers at meetings, workshops and conferences. The film is about existing challenges in the project target area which belong to various ethnic minority groups, and hence face additional cross-cultural barriers during the project established.



Recommendations

Regarding the progress monitoring visit of the project which has been implemented after two years one has to note that the first year saw not much progress due to the delayed approval of the MOU among the project holder and the government concerned.

Almost one year of the project implementation is behind of the master plan. However, one could recommend 5 areas related to the project such as the financial status and four main activities under NFE.

Regarding to the progress of project implementation and the financial status up from the beginning up to the end of 2014 it has been found that out of the expenditure on a 3 years project up to now after almost 2 years and only 10 months left of the project period, the expenditure of the project is fewer than 50%. Therefore, the first recommendation is that the project plan should be reviewed for remaining activities, and that concrete planning will be based on time and resources available.

The NFE and literacy classes need to consider more closely in their planning and implementation what the learners want to learn. NFE and DEOs support facilitators to deliver service to villagers. The life skills up to now are the cross-cutting issues which are inputs from the project to support the government line agencies to conduct courses as they proved successful and effective. However, the result of the need assessment on life skills should be considered.

The materials and the resources as inputs from the local people should be checked on the quality and availability. The electricity net-work should be installed to CLDC instead of solar panel and mini hydro powers used where the river is available. This must be based on local agreement. The budget for equipment and material like video, sound systems, and other necessary items to mobilize learning should be revised. The exchange of CLDC managers is crucial to learning exchange among themselves or study tours to other places where they can learn. Study tour budget and further training on CLDC should invite the village headman to be a participant in case they are not member of CLDC management team. This is to mobilize the village head man to understand and later on they could help to tell their villagers to support and develop CLDC together.

The basic vocational training on food making is crucial to improve the living conditions in the villages, and they reduce expenses as well as use available resources from home garden and natural resources. Furniture making is recommended because these are the required areas, and basic motorbike

repair is in demand almost in all villages. The jar production to contain water is useful and at low cost, weaving is seen to be useful for them on using new patterns, style and market oriented. Handicrafts on existing skills need more training for others as they do not know in the villages because it is not always related to their daily livelihoods used.

Financial literacy awareness was also successful. However, the communication needs to be raised higher, because some of the local people do not understand well the Lao language and many of villagers do not understand the role and function of CLDC. So the recommendation for future role plays in the villages should be to use more local language, and the topics should be the function and usefulness of CLDC.



Using Non-formal Education to Alleviate Poverty in West Africa: Report and Reflection of Korea-Burkina Faso Alliance, 2007-2014

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1. Introduction

Literacy is the key to opening up a long march to poverty alleviation and a cornerstone of globally harmonized effort to reach EFA and MDGs. This paper will introduce how a rare alliance of Asia-Africa utilize literacy to approach the challenging issue of extreme poverty in West Africa. This alliance consists of two NPOs: Educators without Borders (EWB) from Korea and Association for the Promotion of Non-Formal Education (APENF) from Burkina Faso. It has progressed to earn the 2014 UNESCO the King Sejong Literacy Award. The declared mission of EWB is almost identical to an organization with a very similar sounding name, Doctors without Borders, in that both pursue humanitarian goals and needs. EWB places a very sharp focus on education and learning such as quality learning and education for all so as to support as many people in developing countries as possible to reach Millennium Development Goals (MDGs) through EFA.



The history of Korea's emancipation from absolute poverty is a history that has rarely seen a parallel in modern history. It is a triumph that was achieved amidst the total ruins left by the Korean War (1950-1953), which itself broke out only a few years after the liberation from Japanese colonial exploitation and oppression. It is also a victory that would have been impossible without the rapid development of a combined system of formal and non-formal education and learning. Parallel to the economic development, the goal of EFA has been studiously implemented for the last four decades. Immediately after full enrolment in high school was achieved, or secondary education for all (in short SEFA), comes a universal entrance into universities and colleges. EFA in Korea is in fact TEFA (Tertiary Education for All). There has not been a single case of a simultaneous transition to SEFA to TEFA in history. In mathematics, science, and problem-solving, Korean students are always ranked among the top 3 in international comparisons like PISA and TIMSS. This high level of quality, universal access to education and poverty reduction obtained in such a short period encapsulates the development experiences of Korea perfectly. By launching EWB in 2007, what Korean educators can best do is to provide knowledge sharing of her development experiences to the people and nations of the most needed without falling into the danger of neo-colonialism. It will be a tremendous task to synthesize indigenous experiences of Asia and Africa with Korean ones to provide a 'best fit' to the historical and cultural context of each country in different regions. It is an attempt to reinvent lessons from the late Julius K. Nyerere and his visionary leadership of education for self-reliance in the 1960s.

EFA is a pledge Burkina Faso made to address educational issues, and this pledge is in line with the Millennium Development Goals (MDGs). The main goal of APENF is to promote non-formal education through expanding access and enhancing the quality of NFE to meet the social and economic demands in Burkina Faso. It was created on June 17, 1997. The initiative came from the International Working Group for Non-Formal Education of Association of Development of Education in Africa (ADEA). It is present in all the 45 provinces of Burkina Faso and currently implementing three approaches or programs best represented by REFLECT. It works with some "operators" or community-based organizations at the field level within the framework of the "Faire-Faire" Policy meaning "power delegation". Activities of it are educative activities closely related to social mobilization, awareness campaigns, capacity building of actors involved in the planning and implementation of NFE, development of training modules and research on the development of NFE in Burkina.

This combination of Asia-Africa NPOs is rare and rarer is its outstanding accomplishment: more than 80% average pass-rate of the national literacy

examination and more than 95% of the return rates of micro-loan. Waiting for rigorous empirical analyses of some reasons of how this alliance bring about



the remarkable results and, thanks to the results, won the UNESCO Literacy Award, and how it could be used in another context, we shall describe some of the major salient features of this internationally harmonized enterprise since 2007. It is the first of its kind to integrate Asian and African experiences to achieve the common goal of poverty alleviation through literacy and other adult learning programs.

2. The workings of REFLECT in Burkina

Despite the efforts made by the State, the educational system indicators especially those of the non-formal sub-system, remain low. For example, as low as 28.4% literacy rate was observed in 2006. The promotion of the REFLECT literacy approach is among the efforts to contribute to the search for quality non-formal educational delivery. REFLECT is an English acronym for "Regenerated Freirean Literacy through Empowering Community Techniques." The project for empowering extremely poor and HIV/AIDS vulnerable women in Burkina has been developed following a holistic vision of education and lifelong learning perspective.

The project takes into account activities that essentially aim at integral human development by focusing on issues related to social, education, health and economic dimensions. Its main goal is to articulate adult literacy and local

development for poverty eradication. The project is tackling the following issues.

1) At the education level

- Low access to the population to formal and non-formal education;
- Low enrollment of children from specific disadvantaged groups such as “Nuni and fulaphone”;
- Preventing newly literate learners to return to illiteracy by providing continuing programs;
- Lack of some specific relevant vocational training for adult and adolescents;
- Low enrollment of women in literacy centers.

2) At the health level

- Poor health condition of the population, marked by predominant endemic-epidemic affections, malnutrition, etc.
- Absence of awareness campaign on lethal diseases such as HIV/AIDS and Malaria;
- Lack of HIV/AIDS screening equipment and healthcare for the infected population in the villages.

3) At the economic level

- Funds allocated for microcredit is insufficient to provide support to all the vulnerable population; particularly women;
- Funds allocated for microcredit are not proportionate to the activities;
- Inadequate skills for implementation and management of income generating activities;
- Inadequate knowledge of using new agricultural techniques (use of chemical);
- Inadequate knowledge for carrying out animal and fowl breeding.

The specific objectives of literacy programs are as follows:

- (1) To implement adult literacy programs articulated with local development: Creation of Reflect and PdTCenters to train learners in income generating activities (IGA) management, health, and environment education.
- (2) To strengthen IGA : an endogenous microcredit scheme is set up to facilitate the realization of IGA.
- (3) Promote health education: the sensitization of the population on infectious diseases: Malaria and HIV/AIDS through role-play, group

discussion, and video show. The screening of HIV/AIDS in the villages; the distribution of condoms and pills for malaria; providing support to people infected with HIV/AIDS; the prevention of school dropout of children whose parents are infected.



To achieve the objectives, training modules are developed to provide practical skills to the learners. Literacy classes are held during the morning or the night according to the schedule of the learners. The local language is the medium of instruction. Training module includes group discussion on socio-educational, environment and health themes using Participatory Rural Appraisal (PRA) approach developed by Paulo Freire. PRA is used in the development field to engage with communities in a participatory way and learn from them in terms of their realities. In our project, this method is used to impart learners with instrumental knowledge in language and communication (reading and writing), of Mathematics (arithmetic, metric system, and geometry), IGA management and ICT.

A literacy class duration is 400 hours per year and per level for a period of 5 months with 80h in a month. The total duration of a complete training course is three years with 1200 hours. Average class size is 30 learners. Learners are assessed every year by the decentralized administration of the Ministry of National Education. Learner's needs are identified through participative diagnosis or conducting need assessment at the local level. Their needs are then prioritized and organized into a study plan. The teaching methodology is based on the pedagogy of social change (PRA) and the Pedagogy of Text

(PdT). The content is endorsed by the local community after the diagnosis and the content also reflects the curriculum developed by APENF based on Reflective approach that is also in conformity with the national curriculum. The Participatory Rural Appraisal (PRA) tools, study plans and microcredit tools, teaching and learning guides in PdT, Post-alpha teaching guides, aide-mémoire of Reflect.

Discussion themes are richly diverse. They are related to health and education, environmental protection, soil fertility, breeding of animals, fundamentals and socio-political organization of the local community, citizenship, civics, social values, gender, etc. The PRA tools are developed by education specialists. These tools are provided to learners in order to identify their needs, analyze and prioritize them in terms of importance and feasibility. The study plans are developed by trainers with the support of facilitators recruited in the communities. The microcredit tools are developed by skilled resource persons. Post alpha guides are developed by specialists in the field of (Non-Formal Education, Health, Agriculture, Animal breeding, Environment, Sanitation, and Management of IGA).

3. Measured Results since 2010

EWB and other Korean partners deeply involved in the progresses of this alliance's advance since 2010 when the project was first funded by KOICA followed by Ilga Foundation, Seoul National University and Gwang-Myung City. Knowledge sharing and funding are two major contributions to this collaboration. The project is realized through the holistically integrated four components.

Microcredit

- 329 newly certified literates of whom 75% of women were granted microcredit for IGA. According to recipients, this program has contributed to strengthening their financial autonomy.
- Reimbursement rate hover between 95.23% and 98.49%.

Education and Health

- Sensitization of the population on malaria and HIV/AIDS prevention: About 1600 people were concerned.
- 725 people underwent HIV/AIDS screening, and 5 were declared infected. They have been oriented to counseling and healthcare centers.



- Distribution of condoms and pills for malaria;
- Provision of foodstuff, pharmaceutical products and clothes to people infected with HIV/AIDS. About 80 people received support of whom women are representing 90%.
- Sponsoring of 132 enrolled children whose parents are infected with HIV/AIDS through grants amounting between 20 000FCFA or USD 40 and 52 500FCFA, USD 85 and through school attendance monitoring.

Literacy and vocational training

- 9 Reflect centers were opened for 234 learners of whom, 20 females. The success rate was 90.43% (female 89.38% and male 96.7%). Attrition rate was 19.23% (female 20% and male 15%) compared to 29% at the national level (annual statistic report of the MENA 2013).
- Five libraries to promote a literate environment and sustain literacy acquisition.
- 1024 learners of whom 986 females have received Specific Vocational Training (FTS) on varied themes in connection with their activities.
- Awareness campaign on hygiene and sanitation, help improve health condition of the population.
- 5 banks of animals were set up to intensify breeding activities. It consists of an allocation of funds for buying some animals. Those animals are reared collectively and the profit generated is used to support members. This activity helped strengthen the solidarity bound among the population.

- Writing contest in local languages: 76 learners took part of whom 70 females are representing (92%).

Legal Citizenship

- Delivery of 581 birth certificates, 870 National Identity Cards, 150 residence certificates and family books, as well as the organization of collective marriages for 179 couples. The delivery of these documents has huge legal implication for the recipients.

From self-reflection and monitoring annually done by partners involved, we collectively identify some visible changes, or effects/impacts. The activities implemented aimed at contributing to the integral development of the individual. Since the implementation of the project, the following changes were observed. At the social level, it is the value of the social status of recipients. According to recipients, they gained more consideration and respect from their counterparts because they can generate profits through their activities making them financially autonomous. Also, they can now take part in and voice their opinions on some important issues related to their community. They can contribute to family expenses as well health and school fees. They also sensitize other women on the importance of school and literacy training. In Worou village where enrollment rate was the lowest, literate women enrolled 30 children in school during the academic year 2011-2012. Literate women now care more about the achievement of the children.

This is testimony that they are monitoring the school attendance of their children. Some people who had lost all hopes to lead a decent life have recovered their dignity through this project. People infected with HIV/AIDS recovered moral confidence to lead a productive life. Some women leaders emerged from the groups. Some are participating in local political organization and others like windows now take care of their families. The knowledge acquired while training such as numeracy is used to manage IGA. At the Health/Hygiene/sanitation/environmental levels, learners now care for body and clothes hygiene. They clean their compound daily; wash their family clothes, plant trees to restore the vegetation. People infected with HIV/AIDS attend health centers and regularly take their pills. They no longer worry much about stigmatization from their entourage and are mentally strong to involve in any activities.

Income generated from their activities helps them buy some pills and improve their meals. At the economic level, skills acquired through Specific Vocational Training (FVS) help learners manage and innovate their IGA (Opening of an account, filling clearly microcredit tools, use of management book, calculation of profit...). According to recipients, profits vary with the activities. Some

activities generate more profits ranging from 5000F or USD 10 to 30 000F or USD 60 per month. The most successful IGA are those implemented after FTS delivered in literacy training centers. FTS class is fundamental to acquiring techniques for farming, good use of fertilizers, respect of theseasonalcalendar,etc. Some recipients used the profits to buy some bicycles or motor, cows for farming, and fertilizers.

4. A Way Ahead

The integration of some components such as health-hygiene-sanitation-nutrition; loans for IGA, environmental protection, and citizenship help Burkina learners reinvest the knowledge acquired to improve their everyday life conditions. Adults learners reinvest immediately acquired knowledge in the implementation and management of the IGA. The use of theReflect approach helps learners to identify their needs through problem analysis, research of relevant solutions and their translation into actions and activities. The beneficiaries are at the center of the programs and are held partly accountable for the success of the program. From the beginning of cooperation, all actors in both countries start to work together strongly sharing a simple belief that trust, not money, matters. It is mutual trust that has produced some of the extraordinary achievements in poverty alleviation among remote rural villages in Burkina. This small “success” story shows some lights in our global effort to achieve the goal of EFA set from Jomtien, Thailand.

First, EFA could move from PEFA, SEFA and TEFA as shown in the case of Korea. It is what we want to follow? Our alliance implies that it could or should not be our course. It is well known in the history of education in the advanced societies that perfecting the formal public education system is to provide in a quite unexpected way a sorting machine to preserve the current unequal social orderref. As many radical education critics have convincingly shown, public formal education tends to reproduce inequality by race, gender, and social statuses and furthermore conceal the process. There are many unbearable drawbacks in TEFA Korea too. The fact that every kid can go to colleges is not solution for Korea and elsewhere. So-called modern public formal education could not be a reasonable solution for LCDs. Not blindly following their footsteps are seemingly an alternative. Better off people are living in the extreme poverty, if and only if they develop their LLL system and expand it to all aspects of their everyday lives.

Second, the new phenomena called “Dead Aid” could be solved if the bottom-up approach based on mutual trust and grassroots movement could replace the top-down with huge amount of financial aid that have more than expected to end up dead end with corruptions and no-effects. High-tech

TEVT could be replaced to appropriate technology training. Desktop house phone system has been readily replaced by the spread of the low-cost mobile phone for better communication among people and nations. The people or so-called “beneficiaries’ themselves should be the real and sole yardstick to monitor and evaluate the success or failure of aid works in education and learning and other sectors. Trust empower people, not money. Trust can be built by learning and education but not by investment only. Bring the power back to people can be our new paradigm of global collaboration for poverty alleviation throught education and learning.

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ASPBAE's Work on Youth Literacy and Life Skills Education

Cecilia Soriano, Programmes and Operations Coordinator

Harnessing the power of the youth is a monumental decision made by the 6th ASPBAE General Assembly in 2012. While ASPBAE has been working for youth and adult education since its founding in 1964, the mandate expanded the work WITH the youth on agenda setting, campaigns and advocacy and education governance.

UNESCO states that “youth” is best understood as a period of transition from the dependence of childhood to adulthood’s independence and awareness of our interdependence as members of a community. Further, it noted that “youth” is often indicated as a person between the age where he/she may leave compulsory education, and the age at which he/she finds his/her first employment. This age limit has been increasing, as higher levels of unemployment and the cost of setting up an independent household puts many young people into a prolonged period of dependency. The United Nations, for statistical consistency across regions, defines ‘youth’, as those persons between the ages of 15 and 24 years.

The Asia-Pacific is a youthful region. *The Regional Overview: Youth in Asia and the Pacific*¹ reports that 750 million youth aged 15 to 24 years live in Asia-Pacific and they comprise over 60% of the world’s youth. In the region itself, the Report noted that the youth make up 19% of the Asia-Pacific population (UN ESCAP 2013).

The high share of young adults in the population has been happening in Asia-Pacific since the 1990s. This trend is referred to as the “youth bulge” where the proportion of persons aged 15-24 years old has the largest share of the population. Out of 80 countries, Lao PDR is listed as # 4 among the countries with high percentage of youth. Included in the list are other Asia-Pacific countries such as Timor Leste, Pakistan, Nepal, Bangladesh and others (Ortiz and Cummins 2012).

The challenge to harness the power of the youth in the region is immense. The stark realities show:

- A significant number of the youth face obstacles in access to social services such as education and health

¹<http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-regional-escap.pdf>

While there had been progress in access to primary education after the Dakar Education for All, secondary education and lifelong learning programs for youth, especially for marginalised youth, remain inaccessible. The Global Monitoring Report 2013 said that children need to complete lower secondary education to acquire foundation skills. However, the GMR shows wide inequalities in completion, with rates reaching 61% for the richest households but 14% for the poorest. There are still huge numbers of out-of-school adolescents, leaving many young people needing access to second chance education. The prospects for youth education remain bleak since most countries in Asia-Pacific are spending less than 1% of their education budget for non-formal education and lifelong learning opportunities targeting the poor.

- Youth face unemployment and they are at least two to three times more likely to be unemployed than adults



The Asia Pacific region is home to 45% of the world's unemployed youth 15-24 years old. Further, female youth labor force participation is lower compared to male youth, for example in South Asia, where it is 27.3% compared to male participation of 64.3%. Youth unemployment is higher than for adults for various reasons including lack of experience, a higher degree of job changes, and a greater likelihood of entering and exiting the workforce. Young people also appear to be among the first to be retrenched in many of the industries hit hard by the global slowdown (Ortiz and Cummins, 2012)².

²Isabel Ortiz and Mathew Cummins. When the global crisis and youth bulge collide, UNICEF Social and Economic Policy Working Paper, February 2012

The labor markets are also increasingly characterized by vulnerable employment, strongly related to low-paying jobs, difficult working conditions and where workers' rights are not respected. The majority of working women is paid less than their male counterpart and is concentrated in jobs that are undervalued, such as domestic work. The incidence of vulnerable employment is very high in South Asia (77%), sub-Saharan Africa (76%) and South-East Asia and Pacific (61%)³.

- Youth are increasingly migrating from rural to urban within country and outside the country

According to the ILO, youth migrate for various reasons: employment, education, marriage, family unification or family formation, and for humanitarian reasons. Internal migration is the most common form of migration open to large numbers of Asian youth, while cross-border migration is more an option for the educated and skilled. For the vast majority, ILO said, they may fall prey to smugglers and traffickers and migrate under irregular situations suffering gross violations of human rights.

- Youth are in the margins of decision making and political participation in most countries in the region

Undaunted by these challenges, ASPBAE embarked on its strategic work with the marginalised youth. It maximized the education post 2015 processes to galvanize unities among the youth on their agenda for education and give prominence to youth voices in education policy platforms. Its four inter-connected youth strategies are:

- Consensus building on a youth agenda
- Leadership capacity building of youth
- Facilitate participation of youth in various policy forums

Consensus building on a youth agenda

ASPBAE constituted a Working Group on Youth Literacy and Life Skills in 2013 in Jakarta, Indonesia in its preparatory meeting to the International Policy forum on youth literacy and life skills organised by the UNESCO Institute for Lifelong Learning. The Working Group is composed of marginalised youth and ASPBAE members working with marginalised youth or on youth issues. It convened again in New Delhi, India, just before the Regional Workshop on Youth and Inclusive Citizenship, organised by PRIA and ASPBAE. The role of ASPBAE WG has been to facilitate collaboration,

³Decent work, youth employment and migration in Asia / by Piyasiri Wickramasekara ; International Labour Office, International Migration Programme - Geneva: ILO, 2012 1 v. (International migration paper, ISSN: 1020-2668; 1564-4839 (Web .pdf); (No. 113)

capacity building of youth and members in program development and policy advocacy so that the education and other needs of the marginalized youth for just work and decent life will be strategically addressed.

Both conferences facilitated the formation of a youth agenda for education, decent work and inclusive citizenship. While the focus of the agenda was on education, the youth articulated the importance of a holistic youth agenda that recognises their interlocking needs. Education is inextricably linked to youth health, youth gender relations and youth leadership and community participation. Equally important, the youth emphasized the value of “appreciative inquiry” alternative to the “deficit framework” when working with marginalised youth. This perspective argues that any education program should affirm and build on youth values of resiliency, critical thinking/“street smart,” team work and other life skills of the youth while facilitating the formation of other knowledge, skills and values that will empower the youth.

Leadership capacity building of youth

In 2013, ASPBAE oriented its annual Basic Leadership Development Course (BLDC) in developing capacities of youth leaders within the education sector. The BLDC was offered to ASPBAE members as a space to mobilise passionate young leaders who want to engage in transformative learning processes and to contribute to defining an education agenda, in the world that they want to co-create. The exchanges were geared towards developing a critical understanding of the contexts in Asia-Pacific that impact on education of young people.

In 2014, ASPBAE and PRIA organised together with DVV International the Regional Workshop on Youth and Inclusive Citizenship in New Delhi. It argued that “Skill development programs-TVET and others---have been narrowly defined by specific industry employment in focus. Youth from vulnerable and marginalized households are expected to join these skill development courses which do not include emotional, intellectual and social development, thereby denying opportunities for their holistic development and participation as citizens of society.” Mindful of the weak participation of youth in education policy and program development, the workshop invited youth learners and youth-oriented organisations to strategize on youth education and participation in citizenship.



Leadership capacity building of youth

Regional Workshop on Youth and Inclusive Citizenship New Delhi, 2014



Basic Leadership Development Course on 'Youth Voices in Education' Yangon 2013

Facilitate participation of youth in various policy forums

The advocacy around youth participation in education issues was taken on by ASPBAE to amplify the voices of marginalized youth in the post 2015 education processes and in several global policy platforms engaging the youth. This effort builds on prior consultations undertaken by ASPBAE with the youth, particularly on youth and TVET advocacy.

The International Policy Forum on Youth Literacy and Life Skills in 2013 in Indonesia was the first international policy platform where ASPBAE argued strongly for substantive participation of marginalized youth in articulating their experiences and recommendations on what works in lifelong learning policies and programs oriented towards marginalised youth. Prior to this meeting, ASPBAE convened the youth presenters from the Philippines, Indonesia, Timor Leste, India and Bangladesh to prepare and inspire them, individually and collectively, on the roles they were to take on the international policy meeting.

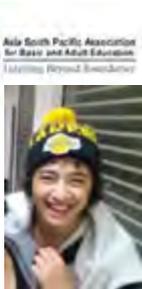
In 2013, ASPBAE together with UNGEI - East Asia Pacific organized a forum on gender, education and multilingual education within the International Conference on Multilingual Education. In this forum, Carol Doyanan, an indigenous youth presented her insights on the complementary roles of gender awareness- raising within the community and the multilingual

education in facilitating access to education for indigenous girls. Carol is a member of the ASPBAE WG.

The year 2014 witnessed the 50th anniversary of ASPBAE as well as national consultations on education post 2015. Youth speakers, youth leaders, youth facilitators and youth delegates were invited proactively in all these events. Their participation is crucial in defining the education for the future and consolidating the youth constituency in the region.

Document the lived experiences of the youth by the youth themselves

The joint publication of ASPBAE and UIL contains “testimonies made by young men and women from vulnerable background who have transformed their lives through community education and development activities.” The testimonies were written by the youth themselves, two of which were written with help from community educators. They narrate the challenges faced by the youth writers in pursuing education and life and how community education programs benefited them and inspired them to take on active roles in community development.



Documenting the lived realities of youth by the youth themselves



Joint publication by ASPBAE-UIL on journeys of personal empowerment of seven marginalised youth from 6 countries in the region



ASPBAE will continue its work on building a youth constituency within ASPBAE by supporting young adults in actively shaping the adult education and lifelong learning agenda that best serves their needs. For 2015, the priority agenda for the youth work will be on gender (marginalised adolescent and young women), skills and work while maintaining a broad focus on marginalised youth and advocacy on youth education in a few activities.

Proposed Action: Advocacy for Quality Literacy - TVET and Life Skills for Vulnerable Youth

Anita Borkar, Regional Coordinator, Training for Transformation Programme

Contexts: Challenges and Opportunities

1. Youth Unemployment and Disenfranchisement

- The Asia-Pacific is home to 45% of the world's unemployed youth 15-24 years old (UNICEF 2011). Further, female youth labor force participation is lower compared to male youth like in South Asia where it is 27.3% compared to the latter's 64.3%.
- The youth had been hardest hit by economic crisis. Youth unemployment is higher than for adults for various reasons including lack of experience, a higher degree of job changes, greater likelihood of entering and exiting the workforce. Young people also appear to be among the first to be retrenched in many of the industries hit hard by the global slowdown (Ortiz and Cummins, 2012).



- The labor markets are also increasingly characterized by vulnerable employment strongly related to low-paying jobs, difficult working conditions and where workers' rights are not respected. Majority of working women are paid less than their male counterpart and concentrated in jobs that are undervalued such as domestic work. The incidence of vulnerable employment is very high in South Asia (77%), sub-Saharan Africa (76%) and South-East Asia and Pacific (61%).
- Alongside unemployment, the youth are faced with the impact of climate change (Asia-Pacific as one of the most vulnerable), erosion of their indigenous values and beliefs as ancestral lands are continually threatened by mining and the expansion of plantations and social problems caused by massive youth migration in cities that cannot provide the infrastructure, services and jobs needed.
- The paper *Rising Unemployment and the Global Youth Bulge* (<http://www.cfr.org/publication>) emphasized that many of the countries which will experience demographic shift are some of the most vulnerable in terms of political and social instability and are already severely limited by the lack of employment opportunities available for integrating youth into the labor market.
- Historical evidence: there is an abundance of historical evidence establishing a direct link between societies with large proportions of young people and political and social violence, especially when employment prospects are severely limited;
- Rapid urbanization: many cities in the developing south lack the infrastructure and resources to support large bursts of population growth, yet more and more rural youth are moving to metropolitan areas in search of employment only to find inadequate economic opportunities; and
- False expectations: the educational opportunities afforded by recent development progress means there are more skilled workers in the world than available prospects. I.e.: there is fundamental disconnect between the demand for work and the supply of jobs

2. Existing good practices not scaled up to reach out to more youth

- Throughout history, non-government organizations in Asia-Pacific have implemented effective community-based education programs on livelihoods and skills for marginalized youth and adults. However, efforts to scale them up through CSO-government collaboration have yet to be done.

- The EFA GMR 2012 reported that “Although there are numerous innovative second chance programmes around the world, many of which are provided by non-governmental organizations (NGOs), the number of young people they reach only scratches the surface. An assessment of some of the largest programmes in seven countries indicates that they reach around 2.1 million children and young people.”
- The Report estimates that “15 million young people in those seven countries need a second chance to get the most basic skills.”
- Europe has a rich history of a lifelong learning programs and education system where apprenticeship programs for technical-vocational and entrepreneurship and work skills are embedded. Asia-Pacific can learn from these experiences towards building its own collaboration for learning to life transitions for marginalized youth and communities. In fact, the EU 2020 strategy emphasizes exchanges on lifelong programs and how they can be maximized to integrate the youth into development.
- The information and communications technology (ICT) when effectively used enables learning programs to reach out to more youth and implementers to collaborate better. When the digital divide is addressed, every youth becomes a global learner and collaborator and enabled to maximize ICT to help them navigate the challenges in life.

Rationale

To enable the vulnerable youth to develop themselves fully, be critical agents of change and contribute to sustainable development in their communities and globally, they need foundational skills, technical skills and transferrable skills (EFA GMR2012). Governments, however, failed to deliver on those three outcomes, especially neglecting programs for the marginalized youth. Yet, there is strong evidence that education for the youth will lift people out of poverty and boost the economy. ASPBAE should argue for the urgency of sustained and quality literacy-TVET- Life Skills Programs for the marginalized youth.

Similarly, the marginalized youth voices have not been heard in education planning and program designing. There should be genuine efforts to reach out to these youth, provide venues for dialogues, synthesize their collective agenda for education and translate these into powerful messages to inform education policies, priorities and programs at the global and country levels.

Therefore, ASPBAE’s advocacy for Youth literacy, TVET and Life Skills will be done in partnership with the marginalized female and male youth from, but

not limited to the indigenous communities, Muslim, in-country youth migrants, urban poor youth (non-migrants) and child and youth laborers in agriculture sector. ASPBAE members that are already in this line of advocacy will also be engaged with in this initiative.

The role of ASPBAE members is to facilitate collaboration, capacity building of collaborators in program development and pushing for policy and practice changes in the education sector so that the needs of the marginalized youth for just work and decent life will be strategically addressed. ASPBAE will facilitate agenda development amongst the youth, develop capacity building for advocacy, promote Asia-Europe exchanges and spearhead engagements in regional platforms to argue for lifelong learning programs for vulnerable youth.



ASPBAE will harness the potentials of Information and Communications Technology (ICT) in its advocacy work with the youth. It will also advocate the use of ICT for effective learning programs that will reach out to more youth learners.

Its efforts will support, among others, the recommendations of the EFA GMR 2012:

1. Provide second-chance education for those with low or no foundation skills.
2. Tackle the barriers that limit access to lower secondary schools.

3. Make upper secondary education more accessible to the disadvantaged and improve its relevance to work.
4. Give poor urban youth access to skills training for decent jobs.
5. Aim policies and programs at youth in deprived rural areas.
6. Link skills training with social protection for the poorest youth.
7. Prioritize the training needs of disadvantaged women.
8. Harness the potential of technology to enhance opportunities for young people.
9. Improve planning by strengthening data collection and coordination of skills programs.
10. Mobilise additional funding from diverse sources dedicated to the training needs of disadvantaged youth.

These recommendations will dovetail the arguments made by ASPBAE in the 9th Asia-Europe People's Forum (AEPF9) in Laos where it called on governments to:

- Finance holistic TVET-Livelihoods and Life Skills programs for marginalized youth and women and provide second chances for those denied education and work
- Institute policies and support systems and integrate social protection in education programs to ensure continued learning and participation of vulnerable groups
- Harness the potentials of non-formal and informal education that can reach out to broader sectors of youth and women by institutionalizing good practices such as apprenticeship programs, climate change and sustainable development education, etc.
- Policies that promote integration of the youth (men and women) into the labor market (such as in urban planning within countries or in the EU strategy) and harnessing their potentials, creativity and productivity by investing in their education and social well-being.

Tapping on its rich experiences in facilitating creative dialogues and helping coalitions in EFA advocacy, organizationally, the Action will be jointly implemented by ASPBAE Capacity Building programs for EFA advocacy and campaigns for coalitions and the Training for Transformation in Asia Pacific.

The Advocacy will be for two years until April 2015, hoping to create country, regional and global attention on the agenda carried forward with and by the marginalized youth.

Objectives

The Proposed Action aims to:

1. Understand the situations of the youth within a fast-changing world where digital divide and the lack of learning opportunities aggravate the marginalization of the female and male youth chances in work and life.
2. Analyze how successful non-formal education and community education programs in Asia-Pacific can be scaled up and learn from the lifelong learning programs and education system in Europe.
3. Build capacities of coalitions and AE practitioners to advocate for literacy-TVET-life skills programs for the youth where civil society-government-business collaboration is recognized, quality literacy-TVET-life skills learning programs are financed by government and better assessment and accreditation systems are put in place.
4. Engage regional platforms and organize dialogues between education and economic planners to ensure that education for just work and decent life for the marginalized are embedded in the global agenda and country development plans

Proposed Activities

The proposed activities are the following:

Youth Constituency, Dialogues and Education Agenda Building

A major component of the advocacy for Youth Literacy-TVET and Life Skills is organizing a youth constituency that will argue for the urgency to address EFA Goals 3 and 4. ASPBAE can work with its members organizations run by the youth or those that work with youth and TVET and Life Skills education, as well as those working on land rights, human rights, environment and sustainable livelihoods. It can tap graduates of BLDC and NeXT (e.g. Mulyono, Mridu, Pawan, Richard) in this endeavor. Initially, the following are potential partners: Youth Action Nepal, Youth Development Foundation, Abhiviyakti Anubhav Shiksha Youth network, Female youth associations working with Initiative for Women and Development and/or Asmita in India, PCE, Khmer Youth and Social Development, PRRM Youth Association, PILCD youth and YIS. ASPBAE can rekindle ties with organizations that attended the Jakarta meeting on Youth and TVET. ASPBAE members in their respective countries can also work in partnership with NGOs working with youth and encourage into the process, youth peer counsellors and volunteers who come from marginalized sectors. ASPBAE should search for youth organizations led by marginalized young women

arguing for their rights and education and recognizing their rightful place in the Advocacy.

These organizations will be pivotal in organizing and facilitating youth dialogues towards building a youth agenda for education that will represent diverse perspectives. The agenda will highlight what quality education is for the youth, particularly a literacy- TVET-Life Skills agenda and youth participation in education governance. The youth dialogues will inform ASPBAE's policy asks on vulnerable youth and education.

Research

1. Action-Research on the situations and learning needs for livelihoods and life skills of the female and male indigenous, Muslim, in-country migrant youth (including youth migrants seeking seasonal work), urban poor youth, youth with disability and male and female youth laborers in agriculture and domestic work. The research will ensure that the voices of the marginalized youth will take prominence. It will therefore employ research methods such as youth-to-youth dialogues within communities, focus group discussions and youth survey.
2. Assessment study of education programs for the youth implemented by NGOs and how they can be scaled up to reach out to more marginalized youth
3. Literature review of learning programs (e.g. apprenticeship programs) and accreditation- equivalency system in Europe and exchanges with EAEA to learn how these can be adopted in the Asia-Pacific contexts and advocated to governments
4. Scanning of policies and programs of countries on youth literacy-TVET and life skills

Capacity Building for Advocacy of Coalitions and AE Practitioners

1. Workshops on benchmarks of quality A&E, TVET and Life Skills good practices and translating these into policies, programs and systems of scaling up that will be advocated in respective countries
2. Capacity building on agenda building on Youth Literacy TVET and Life Skills
3. Capacity building on youth engagements in budgets and governance in education
4. E-exchanges between Asia-Pacific and Europe collaborators to help in the capacity building
5. Knowledge base development where the Proposed Action is documented and monitored and learning resources (such as modules, policy briefs, learning journals) are put together in a database accessible to implementers in Asia-Pacific

Translating Practice into Policy and Practice Change (in Country and Regional)

1. Learning from practice - assessment workshops on program implementation (whether successful or not) among youth learners and collaborators
2. Dialogues with decision-makers from government agencies such as education, finance, labor, interior government, social welfare as well as the business sector on the program success and challenges and recommendations on how to move these forward towards sustained policy and practice for just work and decent living for marginalized youth
3. Sharing of good practices on lifelong learning programs for youth migrants in Asia and Europe and see how these can be translated into policy recommendations for institutionalization by governments (related to the quality adult education benchmarks of ASPBAE).
4. Engage regional platforms where the youth agenda can be highlighted such as in Post EFA 2015, Post CONFINTEA VI, Post 2015 MDGs, UNFCCC COP processes, International policy forum on youth and education (Jakarta), International Forum on Youth in Paris, World Assembly of Youth, ASEAN People's Forum, Learning Cities in Beijing, etc.
5. Use of social media to discuss the issues amongst the youth and employing strategies that will target different publics.

Next Steps within the First Quarter of 2013:

1. Consult and map out ASPBAE members who will be interested to join the endeavor as well as tap other partner organizations.
2. Think through ways by which the youth dialogues and agenda building can be carried forward in CSEF, ASPBAE 50th anniversary and other funded programs (e.g. youth participants in the BLDC)
3. Launch Youth Dialogues in countries that have signified interest in building a youth agenda, either through CSEF or AE members doing events in their respective countries
4. Translate youth dialogues and agenda into an Asia-Pacific agenda that will be the basis of ASPBAE's advocacy/talking points in different regional platforms such as Post 2015 and Post CONFINTEA VI
5. Draw up a proposal for at least a 2-year program looking into current focus of country donors (e.g. youth in education governance, youth in TVET and EU 2020).



Ensure equitable and inclusive quality education and lifelong learning for all by 2030 (Muscat Agreement)

Vientiane, Lao PDR

9 - 11 February

**ASPBAE Executive Council at
Regional Office of DVV International**

12 - 13 February

**Regional consultations on education and lifelong learning for sustainable
development
Non-formal Education Development Centre**

12 February

8:30 - 10.00 Opening

Master of Ceremony: Ounpheng Khammang, Deputy Director General, DNFE

Greetings

- Dr. Ka Saleumsuk, Director General, DNFE
- Prof.(H) Dr. Heribert Hinzen, Regional Director, DVV International
- HE Vice-Minister Lytou Boaupao, Ministry of Education and Sport
- HE Ambassador Michael Grau, German Embassy, Vientiane
- Maria Lourdes Almazan Khan, Secretary General, ASPBAE, Vice-President GCE

Keynotes

Chair: Prof.(H) Dr. Heribert Hinzen, Regional Director, DWV International

- Education for sustainable development (ESD) and global citizenship education (GCEd): Partenering for Quality Education
Ass. Prof. Jose Roberto Guevara, President, ASPBAE, Vice-President, ICAE
- Flexible Learning Strategies. Equivalency Program in Lao PDR and Myanmar
Eunjae Shin, Ass. Program Specialist, APPEAL, UNESCO Bangkok

Handing-over ceremony

- Educational materials and equipment from DWV International to NFEDC

Photos

10:00 - 10:30 Coffee / tea break

10:30 - 12:00 First session: ASPBAE, lifelong learning and post 2015 debates

Chair: Maria Lourdes Almazan Khan, Secretary General, ASPBAE,

- On indicators for lifelong learning in the post 2015 agenda
Helen Dabu, Capacity Support and Advocacy Adviser
Rene Raya, Lead Policy Analyst, ASPBAE
- Toolkit for lifelong learning
Cecilia V. Soriano, Programmes and Operations Coordinator, ASPBAE

12:00 - 13:30 Lunch

13:30 - 15:00 Second session: Developments in Lao PDR towards lifelong learning

Chair: Dr. Ka Saleumsuk, Director General, DNFE

- Vision of Education and Sports to 2030, Strategy to 2025, ESDP 2016 - 2020
Sithong Sikhao, Head of Division, Department of Planning

- National policy on lifelong learning and adult education development plan
Ounpheng Khammang, Deputy Director General, DNFE
- Report and reflections: Lifelong learning study tour of Lao delegation to Korea
Somsy Southivong, Director, NFEDC, MOES

15:00 - 15:30 Coffee / tea break

15:30 - 17:00 Third session: ESD in policy and practice: Examples from the field

Chair: Sashi Kiran, Executive Director, FRIEND, Fiji

- Supporting Community- based ESD: A policy framework for Action
Ass. Prof. Jose Roberto Guevara, President, ASPBAE, Vice-President
- School-based ESD policy and practice: Responding to climate change
Dr. Timote Masima Vaioleti, Chairperson, IMPAECT, New Zealand
- Community learning and action for climate change
Dominic M. D'Souza, Associate Director, Laya Resource Centre, India

17:00 Closing the meeting for the day

Participants join an after work and welcome party with dinner, talk, music, songs, dance, petangue, ping pong ...

20:00 Back home or to hotel

13 February

8:30 - 10.00 Fourth session: Youth and inclusive citizenship: Skills for work and life

Chair: Dina Lumbantobing, Research Coordinator, PESADA, Indonesia

- Foundation for Rural Integrated Enterprises & Development: Fiji
experience on youth work
Sashi Kiran, Executive Director, FRIEND

- Basic vocational training and income generation for youth
Sachiko Tominaga, Representative of IV Japan
- ASPBAE program on youth and skills
Anita Borkar, Regional Coordinator-Training for Transformation Programme

10:00 - 10:30 Coffee / tea break

10:30 - 12.00 Fifth session: Examples of materials, tools kits and handbooks

Chair: Bernie Lovegrove, Executive Director-ASPBAE Australia Ltd.

In two parallel groups - for participants to select

Group 1:

- Information and communication for education and development
Medha Soni, Information and Communications Coordinator, ASPBAE

Group 2:

- Gender Mainstreaming: Policy and practice
Sumedha Sharma, Programme Coordinator
Anita Borkar, Regional Coordinator-Training for Transformation Programme, ASPBAE

12:00 - 13:30 Lunch

13:30 - 15:00 Sixth Session: Community Learning Centers, literacy, and NFE

Chair: Chanhthovone Phanhdamong, Director General, External Relations

In two parallel groups - for participants to select

Group 1:

- Linking non-formal education to poverty alleviation in Africa: Report and reflection of Korea-Burkina Faso Alliance 2007-2014
Ki-Seok Kim, Chairman, Education Without Borders, Honorary Consul to Korea, Burkina Faso Consulate Office

- The complexity of Adult Literacy Education in Lao PDR
Lamphoune Luangxay, PhD Candidate, DNFE
- Literacy for ethnic groups in the North of Lao PDR
Ari Vitikainen, Education Program Advisor
Anne Thomas, Consultant, WORLD-RENEW in Lao PDR
- Introduction into VELA - Vocational Education in Laos
Christian Moeller, Team Leader, Vocational Education for Disadvantaged Groups, VELA, GIZ

Group 2:

- Budget disbursement for CLC in five provinces of Cambodia
Lay Vutha, NFE Coordinator, NGO Education Partnership, Cambodia
- Sharing experiences on village education in Southern provinces of Lao PDR
Kongseng Piengpanya, Project Manager, Village Focus International
- Vocational Education for Disadvantaged Groups
Phimmasone Thonghathayasack, National Expert, VELA, GIZ
- Non-formal education in poor districts of Savannaketh province
Mana Chanthalanonh, M&E Coordinator, DVV International

15:00 - 15:30 Closing

Master of Ceremony: Somsy Southivong, Director, NFEDC

Remarks

- DNFE
- ASPBAE
- DVV International

Vote of Thanks

Farewell

15:30 - 16:00 Farewell coffee / tea



Abbreviations

ACTS	ASEAN Credit Transfer System
AE	Adult Education
AEC	ASEAN Economic Community
AEPF	Asia Europe Peoples Forum
ALE	Adult Learning and Education
APREC	Asia Pacific Regional Education Conference
APUCEN	Asia Pacific University Community Engagement Network
AQF	ASEAN Qualification Framework
ASEAN	Association of Southeast Asian Nations
ASEM	Asia Europe Meeting
ASPBAE	Asia South Pacific Association for Basic and Adult Education
BAFIS	Berufsausbildung fuer den informellen Sektot (Vocational training for the informal sector)
BELL	Benefits of Lifelong Learning
BMZ	Federal Ministry for Economic Cooperation and Development
BoCAED	Bonn Conferences on Adult Education and Development
CELLL	SEAMEO Center for Lifelong Learning
CLC	Community Learning Center
CONFINTEA	UNESCO World Conferences on Adult Education
CSO	Civil Society Organisation
DEO	District Education Office
DESB	District Education and Sport Bureaus
DESD	Decade for Education and Sustainable Development
DNFE	Department of Non-formal Education
DVET	Department of Technical and Vocational Education
DVV	Deutscher Volkshochschul-Verband
EAEA	European Association for the Education of Adults
ECTS	European Credit Transfer System
EMIS	Education Management Information System
EQF	European Qualification Framework
ESDP	Education Sector Development Plan
EU	European Union
EFA	Education for All
GACER	Global Alliance on Community Engaged Research
GIZ	Deutsche Gesellschaft fuer Internationale Zusammenarbeit
globALE	Curriculum Global Adult Education & Learning
GOL	Government of Lao PDR
GRALE	Global Report on Adult Learning and Education
HEI	Higher Education Institutions
HRD	Human Resource Development
ICAE	International Council for Adult Education
IGO	Intergovernmental Organisations

INGO	International NGO
LDC	Least Developed Countries
LLinE	Lifelong Learning in Europe
LLL	Lifelong Learning
MDG	Millennium Development Goals
MIC	Middle Income Country
MOES	Ministry of Education and Sports
MOU	Memorandum of Understanding
MPI	Ministry of Planning and Investment
MOET	Ministry of Education and Training
NFE	Non-formal Education
NFEDC	Non-formal Education Development Center
NEP	NGO Education Partnership, Cambodia
NGO	Non-Governmental Organisation
NILE	National Institute of Lifelong Learning
NPA	Non-Profit Association
NZQF	New Zealand Qualification Framework
PES	Provincial Education Service
PRIA	Society for Participatory Research in Asia
RVA	Recognition, Validation, Accreditation
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
Q&A	Question and Answer
QF	Qualification Framework
PISA	Programme for International Students Assessments
PIAAC	Programme for International Assessment of Adult Competencies
RMIT	Royal Melbourne Institute of Technology, University
RUPP	Royal University of Phnom Penh
SEAMEO	Southeast Ministers of Education Organisation
TEACH	Teaching Adult Educators in Continuing and Higher Education
TELC	The European Language Certificate
TVET	Technical Vocational Education and Training
UIL	UNESCO Institute for Lifelong Learning
UN	United Nations
UNESCO	UN Education, Social, Culture Organisation
UNLD	UN Literacy Decade
UPE	Universal Primary Education
VHS	Volkshochschule (German version of CLC)
ViCAED	Vientiane initiatives on Cooperation for Adult Education and Development
WEF	World Education Forum
WHH	Welthungerhilfe

At the Sunset of MDG and EFA:
Lifelong Learning, National Development and
the Future

edited by
Chris Duke and Herbert Hinzen



Quality Education and Lifelong Learning for All
Outcomes from Three Interwoven Conferences

Non-formal Education: a National, Regional and International Exchange
Non-formal Education, Lifelong Learning and Universities Network
Annual Meeting on Non-formal Education

Vang Vieng, Vientiane Province, LAO PDR
10 – 14 March 2014



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Sharing for Learning in
Lao PDR

DW International Engaged in Lifelong
Learning for Sustainable Development
in Asia Pacific

Herbert Hinzen



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Education for Everyone. Worldwide
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On the Eve of EFA and MDG -
Shaping the Post-2015 Education
and Development Agendas:
Contributions to the Debate and a
Collection of Documents

Edited by
María Jesús Fernández
Herbert Hinzen
María Lourdes Almona Echea



Newsletter
Lifelong Learning and Non-formal Education
in the GDP and Sustainable Asia

Subscribers
Dear Reader,
The Ministry of Education and Sports is now working on a new Education Sector Development Plan for the years 2015 – 2020. This is a very important period, especially in the ASEAN Economic Community will start already 2015, and will bring a higher level of integration and exchange, including in the field of education and training.
2015 is also the year when the Millennium Development Goals and the Education for All program will come to an end. Evaluation and studies are underway to find out what has been achieved, and where we have to focus more in the future. On the way to new Sustainable Development Goals, and an appropriate education agenda the Minister agreement has been reached. It calls for "Open, equitable and inclusive quality education and lifelong learning for all by 2030". The Strategic Statement was developed by the Asia Pacific Regional Education Conference which was a strong impetus for Lao PDR with Mr Vice-Minister Lytho Sompou as leader.
Now let us make sure that there is

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