



## Follow-up of CONFINTEA VI:

### Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

#### National progress report submitted by the Government of LAO PDR

This report is submitted on behalf of the Government of Lao PDR in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes<sup>3</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	Department of Non-Formal Education, Ministry of Education and Sports
Submission date	28 February 2012

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>2</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>3</sup> The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

1. The National Commission for UNESCO has suggested to the Non-Formal Education Department to prepare this report in using the produced template for CONFINTEA VI.
2. The Department of Non-Formal Education collect and fill the data and information which are existed in the national education annual report 2011-2012, and Education Law.
3. The other information out of the responsibility of the DNFE have been found in difference sources such as National Statistics Centre and Financial Department, etc.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of <b>adult education</b>?  <i>If Yes, please provide it in the space below:</i>            The adult Education in the Non-Formant perspective is to provide literacy and post literact programmes to the adult target groups.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i>            The revised National Non-Formal Education Policy identified Adult Education as an approach of Non-Formal Education. Adult is main target group of the Non-Formal Education.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?  <i>If Yes, please provide it in the space below:</i>            The Act of the National Education Law identified literacy equivalentents as grade 1-2 of formal primary education.            The Non-Formal Education Policy: "Literacy is the ability of reading, writing understand and interpret communicate and calculate in verbal and written from in simple varying contexts. As well as know how to solve daily life problem s which consist of information on academic knowledge, self-knowledge and environmental knowledge.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?  <i>Please select the option(s) below</i>            National census            School administrative data (years of schooling completed/primary certificate)            Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)            Household surveys            Other methodology (<i>please describe below</i>):            National Literacy Survey 2001            Annual report from Education provincial Services</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?  <i>If Yes, please select the option(s) below that best describe the change(s)</i>            New conceptual definition on literacy in place (for policy)            New conceptual definition on literacy in place (for data collection only)            New assessment of youth and/or adults' literacy skills            Increase in the periodicity without significant conceptual changes            Other changes (<i>please provide details below</i>):</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?  <i>If Yes, please describe them briefly in the space below:</i>            1. Not available mechanism and system.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Data is not reliable due to ;ack of capacity of personnel in charge of this task. Many do not understand data collection formats. As result, there are miss-match data filled into format and calculation.
3. Limittations of budget and technical assistance on data collection, analysis, and literacy survey.

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

1. Establishment of Monitoring and Information System/MIS at the whold country.
2. Introducing the literacy data and collection within the National Statistic and Information Systems.
3. Capacity building for the Non-Formal Education personnel.
4. National Literacy Survey at least 5 year a time.

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Prime Minister Degree on implementation Education Law No. 136: - Act 2: 1. Literacy equivalents to the grade 1 to 2 of primary formal education with the course duration of 4 months.  2. Primary Non formal education equivalents to the grade 3 to 5 of the primary formal education with the course duration of 8 months.	2007 and 2010
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2010
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2010

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education		Year 2010-2011: Total (15-24): 1,332,673 674,19 women. Total (25-40): 1,379,562 645,407 women
Adult literacy	15+, but priority are 15-24 years, 15-40 years old.	Total (41+): 1,268,673 653,526 women

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Development Plan 2011-2015: 1. Completed literacy by aged 15-24 years; 15-40 year; 15 year above. 2. Non formal education primary universal at 2015.	by 2015
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		by 2015

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p>The National Education Law mentioned that the Lao language and Lao script is a official using in the teaching and learning programmes. The foreign languages can be used and approval by the Ministry of Education.</p>		

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>The National Education System comprises Formal and Non-Formal Education, and it is equivalent to all levels. The Non-Formal Education is recognized, validate and accredite at all levels as equivalent to the formal education. The National Education Law was launched in 2007 and it was revised in 2008.</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>National Development Plan 2011-2015. National Non-Formal Education Policy and Action Plan 2011-2015.</p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>National Development Plan 2011-2015. National Non-Formal Education Policy and Action Plan 2011-2015.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		

<p>Education strategy <input type="checkbox"/></p> <p>Skills development (including vocational education and training) strategy <input type="checkbox"/></p> <p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan <input type="checkbox"/></p> <p>Sustainable development strategy <input type="checkbox"/></p> <p><i>Other (specify in the space below)</i> <input type="checkbox"/></p>			
<p><b>Adult literacy:</b></p> <p>National Development Plan</p> <p>Poverty Reduction Strategy Paper</p> <p>Education strategy</p> <p>Skills development (including vocational education and training) strategy</p> <p>Education For All Fast Track Initiative (EFA FTI) Education Sector Plan</p> <p>Sustainable development strategy</p> <p><i>Other (specify in the space below)</i></p>	<p><i>Mark all that apply</i></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><i>Timeframe</i></p> <p>2006-2015</p> <p>2005-2020</p> <p>2006</p> <p>2009-2015</p>	<p><i>References</i></p> <p>National Development Plan National Growth and Poverty Eradication Strategy (NGPES) National Strategy Vision up to the Year 2020</p> <p>TVET Master Plan to 2020 Education Sector Development Framework/ESDF</p>

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No		
			<i>Specify policy/plan (add as many lines as needed)</i>	
			<i>References</i>	
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Meeting on development of non formal education curriculum and materials. 2. Meeting on establishment and implementation of activities of the Non-Formal Education Centres, Community Learning Centre and literacy programmes.	National and sub-national Education Annual Conferences and Non-Formal Education Meetings
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<p><i>If Yes, please elaborate how they have been involved.</i></p> <p>The Department of Non-Formal education collected feedback, comments and recommendation from its all parties involved including its target leaners. After that, the policy and national action plan were drafted by DNFE, then DNFE organizes meetings or workshop by including all parties concerned including learners to revise and finalize policy and strategy.</p>				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
1. The Lao National Adult Education Policy could be developed and supported from the development donors, following with a pilot project. 2. Adult Education is an integrated approach. The cooperation and support from different stakeholders and development donors are needed and UNESCO/UII could play main focus point.

### 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

#### Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
Ministry of Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Finance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Culture and Tourism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Transport and Communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Department concerned in the Ministry of Education and Sport	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provincial Education and Sport Service	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District Education and Sport Office	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
dvv international, Germany	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Christian Reformed World Relief Coimmittee/CRWRC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Volunteer of Japan/IVJ	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
World Concern/WC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Global Association for People and Environment/GAPE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Village Foundation International/VFI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Child Support-Asia/ICS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

National Federation of UNESCO Associations in Japan/NFUAJ	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Church World Service/CWS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		
Recently there is not yet clarified who is entily responsibility in Adult Education. The Department of Non-Formal Education is cerryntly take part of it, especially literacy, equivalency programme and basic vocational training.		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		
Department of Non-Formal Education, Ministry of Education and Sports Tel: 856-21 213980 Fax: 856-21 213980 E-mail: nfelao@yahoo.com Lane Xang Avenue, P.O.Box 67, Vientiane Capital, LAO PDR		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>1. Promoting the adult learner to continue higher study both in the country and oversea. 2. Support the development of lifelong learning policy for the adult.</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>1. Public Awareness Campaign on the International Literacy Day such as media programmes, public entertainment, seminar, meeting, etc. 2. Support the programmes on literacy and NFE primary country universal in 2014. 3. Increasing the salary of the facilitator and NFE teacher.</p>		
3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>1. The different stakeholders from government and international agencies including development donors have shared on the development and implementation of the National Education Strategy and Action Plan. 2. Education Sector Working Group/ESWG for ESDF has shared in the development of NFE Policy and Strategy.</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Ministry of Education and Sports provide budget for training of trainer and facilitator on teaching adult methodology and NFE centre management.</p>		
3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
<b>...adult education?</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.		
<p>1. UESCO Bangkok has supported Department of Non-formal Education to implement NFEMIS programme piloting in 3 provinces. It is quite successful. The Lao government has limited capacity to support in term of technical and financial. 2. Regional and inter-regional cooperation activities on sharing good practices and information for adult education and adult literacy should be conducted and supported by development donors and UNESCO.</p>		

3. The Adult Education Policy and Strategy are not yet specifically developed. It may need support from the development donors and international agencies, particularly UNESCO.

#### 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

Lao currency/Kip

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	Not separated figure for NFE	2% of Total National Education Expenditure	National Education Annual Report 2009-2010 and 2010-2011
<i>Sub-national governments</i> <sup>5</sup>			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	Salary for the NFE teacher and facilitator, 150.000 kip per month by 4 months a year	Salary for the NFE teacher and facilitator, 150.000 kip per month by 4 months a year	<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

<sup>4</sup> Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

<sup>5</sup> Control for the potential double-counting effect of transfers across different government levels.

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	Salary for the NFE teacher and facilitator, 150.000 kip per month by 4 months a year	Salary for the NFE teacher and facilitator, 150.000 kip per month by 4 months a year	<input type="checkbox"/>
<i>Sub-national governments<sup>5</sup></i>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>	Contribution from the learner in the Upper NFE Secondary/EP	Contribution from the learner in the Upper NFE Secondary/EP	<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief description:</i></p> <ol style="list-style-type: none"> <li>1. The Yearly National Education Budget for the NFE increase both from the central and grassroots levels, particularly to literacy programme.</li> <li>2. There are basically few source of funding to the adult literacy programme.</li> <li>3. Loan and Grant from the development donors, ADB and World Bank support to the implementation of particularly TVET and Higher Education projects.</li> </ol>		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<ol style="list-style-type: none"> <li>1. More Investment into adult education and adult literacy both from the government, international and development donors.</li> <li>2. National Committee for Adult Education should be established combining with Lifelong Learning, and Ministry of Education and Sports could play main role and focus point.</li> </ol>

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

<b>Public sector organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	15-40 years old	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	Youth and Adult	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Youth and adult	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Youth and Adult	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Youth and Adult	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Private companies</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Civil society or non-governmental organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	15-40 years old	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	15-40 years old	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	15-40 years old	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>

<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
<b>On adult education On adult literacy</b>	Provision	Demand
	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i> National Literacy Survey 2001 National Census 2005 National Householve Survey 2007/208 (LECS 4)		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Lao (national language)	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
1. Not specific policy and strategy on adult education. 2. Limited financial support in adult education and adult literacy. 3. Adult education and adult literacy are not reached all the un-reached, particularly in the remote areas. 4. Most of the target illiterate are women and ethnic groups. 5. The disadvantaged group are mostly the drop out from the formal education.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach documents on local community participation:*

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

By based on the EFA goals and national education development 2011-2015, the Government (Ministry of Education and Sports) and its development partners commits to increase their investment in adult literacy programme, particularly in rural and remote areas where there is high challenges to achieve goal 3 and 4 of EFA goals. As a result, the GovL gives priority to those dsticts that has no meet the minimax creteria for NFE primary education completion in order to ensure that all district will be able to achieve NFE primary education completion by the year 2014 (befor eEFA ends).

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
In 2010-2011 the achieved figures are follow: 35,000 literate aged 15+; 40,000 graduated NFE primary; 2,700 graduated NFE Lower Secondary Education; 1,350 graduated NFE Upper Secondary Education.	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
<b>Adult education</b> programmes (other than literacy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b> programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
Women	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p><i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</p> <p><b>Adult education</b> <b>Adult literacy</b></p>	<p>Yes</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
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*If measures have been undertaken please provide a brief description and references:*

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

1. The literacy programme, the learners mostly attended in the beginning phase, but there are many drop out in the final programme.
2. The target group who are illiterate mostly women. But the enrolment is low.
3. The outcomes of literacy programme is at the basic level, it is not completely functional literacy.

## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

### Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	1993	Equivalency Programmes since 1993
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input type="checkbox"/>	1993	
Teaching/ learning methods	<input checked="" type="checkbox"/>	1993	
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1993	

### Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	1993	Literacy and Equivalency Programmes have been introduced in 1993
Learning materials	<input checked="" type="checkbox"/>	1993	
Facilitators' training	<input checked="" type="checkbox"/>	1993	
Teaching/ learning methods	<input checked="" type="checkbox"/>	1993	
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1993	

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

<b>Adult education</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
<b>Adult literacy</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input checked="" type="checkbox"/>	1-2 weeks
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input checked="" type="checkbox"/>	1-2 weeks

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)		
<b>Adult literacy</b>	150,000 kip/month, in 4 months a year/1 grade or level	Ministry of Finance Agreement for salary of NFE facilitator

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (*If yes, mark all that apply*)

	Monitoring	Evaluation
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Please provide a brief description and references:*  
Monitoring and evaluation have

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and

programme design and implementation since 2009?	
	<i>Mark all that apply</i>
<b>Lifelong learning</b>	<input type="checkbox"/>
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>
<i>If one or more of the boxes is marked, please provide a brief description and references:</i>	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

**7. CONFINTEA VI follow-up: additional activities**

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input checked="" type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input checked="" type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other ( <i>please specify below</i> )	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

Not yet

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

1. The national policy framework on adult education should be identified and developed.
2. Donors and partners have to support in term of technical assistance and finance support.
3. Capacity building for adult education and learning.

**8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006**

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i> Women Empowerment Programme		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i> Mobile school for children aged 6-14 years out of school, and adult aged 15+ for illiterates and not complete primary education.		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input checked="" type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			
The policies: target group: (new) children aged 6-14 years. Delivery mechanism: NFE Centre at provincial and district levels. Goals: by 2015 achieve NFE primary education at national level.			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		
<p>In the previous NFE Policy, the priority target groups focus only adult. Based on the National Education Law, the revised NFE Policy is including also child aged 3-5 and 6-14 years old.</p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<ol style="list-style-type: none"> <li>1. National Policy and Strategy should be clarified to introduce Adult Education.</li> <li>2. The adult education and adult literacy should be included in the national education curriculum, particularly in teachers' training institutes.</li> <li>3. The capacity building for whom are working for adult education and adult literacy.</li> </ol>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Capacity building and budget.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?
Rural and remote areas.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?
The Ministry of Education have a short term and long term plans on eradication illiteracy by the year 2014. But the effective mechanism and financial support have to be realized by getting large cooperation .