

**KINGDOM OF CAMBODIA**  
**Ministry of Education, Youth and Sport**

**COUNTRY REPORT**

**New Trend and Present Situation of  
Adult Learning and Education**

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## 1. Introduction and Background

Cambodia is a post conflict nation, having experienced great tragedy in terms of reduced human capacity. After great hardships, the Royal Government of Cambodia is dedicated to develop its human resources in order to reconstruct the country and integrate with the regional and global community of nations. However the current stage of education development in Cambodia is far behind that of our neighboring countries. With selfless commitment and great wisdom of **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia, the hard-found peace in Cambodia was finally secured in 1999, the impact of the capacity development over 2000-07 has been very significant.

Education reform in Cambodia started in 2000 and its impact was immediate. In the first three years, our primary enrolment increased by 15% annually. We were getting 350,000 more children into school every year; mostly girls in rural areas and children from poor families. As a result, the number of primary students entering grade 6 has rapidly increased from 175,224 students in 2000-01, to 312,909 in 2006-07, an increase of more than 135,000 students.

This initial primary enrolment gain is now steadily progressing to the secondary level. Our lower secondary enrolment today has grown by 120% from seven years ago. Just as important, there is improved parity in gender and socio-economic profiles of our students.

The Government with assistance from the international community are working together to achieve EFA goals by 2015. Guided by the EFA framework, The Ministry of Education, Youth and Sport (MoEYS) have formulated a five year plan, Education Strategic Plan (ESP) and Education Sector Support Program (ESSP), to enable implementation of the EFA. Our aim is to ensure all children have equal access to quality basic schooling regardless of their gender, where they live, or the wealth or poverty of their parents. Therefore in December 2006, Cambodia was awarded the EFA Fast Track Initiative status. We are honored and proud of this international recognition that our reform is of high quality and Cambodia is on its way to achieving EFA.

The improved sector performance has not only acted as a self-reinforcing agent for a change management process but also as national priorities on human capital development as stated in *the Government's Rectangular Strategy for Growth, Employment, Equity, and Efficiency in Cambodia and the National Development Strategic Plan 2006-2010*. Within the national priorities the Prime Minister always states that school buildings have to be close with the children. With this in mind, we are building new schools to ensure that every child has a place to attend school no matter where they may live. According the Ministry strategy, this relates to what is called "*reach the unreachable*".

The ensuring equal access to education opportunities is fundamental to human development outcomes, yet we must strive to ensure that any effort is truly inclusive by taking into consideration those with disabilities, re-entry program, accelerated learning, functional literacy and community learning centre (CLC). As part of this, at the institutional level, there has been significant legislative and regulatory development, such as the new Education Law has been adopted and come into force on 08 December 2007 to help strengthen governance and accountability.

Recently, the Ministry launched Policy on Child Friendly Schools; in the first quarter of 2008 we anticipate finalization and passing of policy specifically on students with disabilities. We are eager to share this policy with our partners actively engaged in disability education and hope you will engage programs to support the policy. The next stage will entail creating a plan of implementation to ensure the policy remains sustainable and pertinent to the needs of all.

## **2. Legislation and Policy**

Education is the key to sustainable development of a nation. The Future nation depends greatly on the education system of the country. The World Education Forum held in Dakar, Senegal on April 2000, attended by 1,100 participants from 164 countries adopted the Dakar Framework for Action: Meeting Our Collective Commitments and pledged to commit to achieving education for all by the year 2015, and reaffirming the goals of Jomtiem. EFA commits governments to achieve quality basic education for all by 2015 or earlier, with particular emphasis on girls' education, and includes a pledge from donor countries and institutions that "no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources".

All the participant countries are committed to achieve the six goals of the Dakar Framework that is

- i. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ii. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- iii. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- iv. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

- v. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- vi. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Cambodia in her effort to achieve the EFA goals we established the six working groups that have been implementing on their duties, as follows:

- (1) Early Childhood Care and Education
- (2) Primary Education
- (3) Life Skill of All Young People and Adults
- (4) Literacy for Youth and Adults
- (5) Eliminating Gender Disparities in Basic Education
- (6) Improving the Quality of Education for Better Life

- **Legal Framework**

In accordance with the constitution of Cambodia, Article 65 states that “the government has to protect and to improve the right people to access to qualify education at all levels. And the government has to take step by step measure to deliver this education to every people.” And in article 66 states that, “the government develops a full education system and unified throughout the country in order to give equal chance to every people in building life. “the government policy on Human Resource Development states.” The main way of human resource development is to develop a healthy, an intelligent, and a highly qualified human.” And the world trend emphasizes the “Education For All, All For Education.”

- **Policy of the Ministry of Education**

- 1. Universalizing 9 years of basic education and developing opportunities for functional literacy.
- 2. Modernizing and improving the quality of education through effective reform.
- 3. Linking education/training with labor market and society.
- 4. Rehabilitating and developing Youth and Sport sub-sector.

- **Education Legislation**

Ministry reform initiatives in the context of ESSP and EFA will be supported and strengthened through the development of appropriate legislation and regulation. The Cambodian constitution has provision for nine years of free education in public schools. The development of an over-arching and enabling Education Law

will provide and unequivocal legislative and regulatory framework to implement these provisions for both delivery and quality assurance of education services at all levels.

The Education Law sets out standards in accordance with the Constitution and international instruments to which Cambodia is a state party, such as the Convention on the Rights of Child and Convention on Elimination of All Forms of Discrimination Against Women to reduce all types of disparities (geographical, social, gender, cultural). The Education Act will also serve as a guiding framework to support the education reforms by clarifying the mandate, role and responsibilities of the various MoEYS Departments.

In addition, it will enhance the government policy initiatives such as decentralization of financial and academic authority, participation of all stakeholders including parents and local community in education management, and promotion of flexibility and accountability in the education system.

- **Formal Basic Education**

The key strategic priority for ensuring more equitable access to basic education will be to continue to reduce direct and indirect costs to parents (the major access barrier for poor families) through a significant increase in performance-based teacher remuneration. This strategy is designed to help eliminate the need for informal parental payments to teachers. An associated strategy will be to significantly increase school operating budgets to offset these demands on parents, increasingly managed at provincial and school levels.

These strategies will help secure pupil and teacher attendance, improved progression rates and availability of basic education instructional supplies, as part of quality improvement measures. An associated strategy will be to take steps to improve the efficiency of staff deployment and use of education facilities in order to optimize resource use.

Another strategic priority will be to introduce new subsidy/incentive programs for the children of poor families to ensure access to primary and secondary school and post school training. The programs will be poverty indexed and merit driven, incorporating grassroots community involvement in student selection and management.

The key strategic priority for quality and efficiency improvement in basic education will be to secure an effective balance between wage and non-wage recurrent spending. The ESP anticipates that the majority of the quality/efficiency programs will be planned and reflected in the program allocations.

In schooling year 2007-08 there are 6,476 public primary schools. It is average to be 4 schools per commune. The school is increased 296 schools compared with

schooling year 2004-05. Primary education pupils consist of 2,311,107 (Total net enrollment ratio 93.30%) include female 1,094,577 (female net enrollment ratio 93.30%). In this schooling year there are 1,006 public lower secondary education schools among 1,621 communes. Lower secondary education pupils consist of 637,629 up to total net enrollment ratio 34.80% include female 296,907 up to net enrollment ratio 35.90%.

- **Policy of Non-formal Education**

Complying with the policy of the Royal Government on human resource development, which stipulates: “The main approach for human resource development is to develop human resources with good health, knowledge and a high level of culture...”

The Royal Government of Cambodia defines that Non-Formal Education (NFE) is an official education system, which contributes to achieving Education For All and gives people access to lifelong education and helps build a learning society with equity, justice and social development.

In accordance with the Law on Education in Chapter 4, Article 15 stating the complete and uniform education system that the state must prepare for the complete and uniform education system includes Formal, Non-Formal and Informal Education.

The Royal Government defines the strategy of the NFE policy to be as follows:

- Creating opportunities so that all people have access to lifelong learning.
- Promoting literacy and continuing education by creating links, which provide credit, employment and vocational skills so that the population can live in happiness.
- Regularly providing information and knowledge about vocational skill training and technical and scientific subjects to everybody.

The Royal Government is concerned about

- All people of both sexes and all races living in the Royal Kingdom of Cambodia who don't have access to public school (the formal education system):
  - Poor people and those living in difficult circumstances
  - Working children and the out-of-school youths
  - Ethnic minority children and youths
  - Adults aged 15 to 45 years amongst these target groups, the Royal Government places special emphasis on girls and women.
- Operating areas of NFE

- Rural, remote/disadvantaged areas
- Poor areas
- Reintegration areas

Ministries and institutions, who are members of the National Education for All (EFA) Committee and other concerned stakeholder institutions must participate in supporting NFE, which is their responsibility and co-operate for implementing and promoting the spirit of responsibility so that NFE work produces good results. Guiding and encouraging concerned stakeholder institutions, local authorities at all levels, village development committees, communes, pagodas, religious buildings, the private sector and all business people to mobilize existing resources for contributing to the development of NFE and in establishing Community Learning Centres (CLCs) in villages, communes and pagodas.

- The Ministry of Interior shall guide and remind local authorities at all levels to increase their spiritual concentration and sustain NFE classes, especially literacy classes.
- The Ministry of Cult and Religion shall co-operate with the two sects of Buddhist leaders, lay monks, nuns and priests to urge them to be involved in educating people through preaching or campaigns at the pagodas, or during religious festival times about the usefulness of knowledge and help them to organize libraries, reading rooms, classrooms and CLCs in according to their availability and capacity.
- The MoEYS shall provide opportunities for communities to participate in establishing literacy classes, post-literacy classes, complementary classes, vocational skill training classes, CLCs, reading rooms and libraries etc.; especially, it must be responsible for advising, facilitating and co-operating and expanding teachers' capacities.
- The Ministry of Information shall promote the dissemination of information through radio, television, newspapers and other media networks to advocate continuing education to all people throughout the country.
- Factory managers, businesses and companies must find the means to open literacy classes or vocational skill training courses for their workers, which comply with the Labour Laws of the Royal Kingdom of Cambodia, for the benefit of both workers and factory managers.
- The MoEYS has the responsibility to manage and lead research and surveys and implement projects in accordance with the goals of NFE. Monitoring and evaluation must be carried out strictly to determine whether projects are being well implemented, in order to ensure that NFE is able to achieve good results in terms of quality of knowledge, practical skills and morality.

### **3. Adult Learning and Education**

In Cambodia, Right now, 77% of adult who aged above 15 uses their labor to make product but they basically follow the traditional style of productions (most of them cannot access to education). And as a result the product is less so that there will be a bit difficult to alleviate the poverty if the adult cannot access to education.

While the government pays more attention to develop quantity and quality of education in formal system, the government also makes an effort to develop non-formal education and informal education to enable adult to access the lifelong learning. Some major programs are in the process as follow:

1. Functional Literacy Program: This program is focused on providing literacy and life skills for daily needs of people.
2. Post-literacy Program: This program is focused on the development of libraries and reading centers in village, sub-district, and temples. Materials as booklets posters that are relevant to life skills which included knowledge on agriculture, health, HIV/AIDS, self-decision, and career are also published.
3. Equivalency Program: This program is organized from primary education to lower secondary school (basic level) for adults who do not get any education or get little education. The contents of the program focus mainly on some major subjects such as Khmer language, mathematics, and some elective subjects, but all levels are required to study vocational skill to meet the requirements of labor market and learning to participate in poverty alleviation of the government policy.
4. Re-entry program: It is a short training program for children who drop out of school at 3,4,5,6 grades at primary school and let them to re-attend school at 4,5,6,7 grades.
5. Income Generating Program: It is the vocational training program for specific adults to generate their incomes. This program is implemented in CLCs or CTLCs or taught directly by each field to actual local and it is used through magazines, newspaper and television.
6. quality of Life Improvement Program: This program has many concerned ministries and NGO which has disseminated and taught/instructed regularly to adults through mass meeting, mobile teaching, teaching though radio and television and drama, This program is effective to adults who are illiterates.

Youth literacy rate aged 15-24 has increased from 76% to 84.70% in 1994-2006. Adult literacy rate aged 15 and over has increased from 67% to 73.60% in 1998-2004. Adult learners 392,904 including female 251,423 have completed the functional literacy programme. Working/out-of-school children and youth, and adults 46,665 including female 22,528 have completed equivalency Programme and re-entry programme. Community people 3,529 including female 2,202 have learned short vocational training courses through the community learning centres such as sewing, repairing of motorbike, radio, T.V, animal raising, vegetable planting, sculpture, etc. Adult learners 6,239 including female 1,279 have learned in income generation programmes through 93 community learning centres (CLC). Based on the national action plan for NFE 2008-2015 there will be 1 CLC per commune in 2015.

#### 4. Budget for Adult Learning and Education

Since 2002 to now the Royal Government of Cambodia has been providing the Extra Budget (It is called Priority Action Programme=PAP during 2002-2006) for NFE. In year 2007, PAP is changed to Programme Budgeting (PB).

Annual Budget provides to NFE programmes, as follows:

##### Budget in Millions Riel (Local Currency)

Area	2002	2003	2004	2005	2006	2007	2008	2009
NFE Programmes	3,000	3,000	4,000	6,218	9,000	9,000	9,721	9,721

Current Budget for NFE is up to 2% of National Education Budget.

#### 5. Research, Innovation and Good Practice

In order to achieve the above mentioned policies and programs we have set up the National Committee for Education for All that has structure from central to local levels.

The component of this Committee includes the Prime Minister as an honor chairman; the Minister of Education Youth and Sport as a chairman; Secretary of State of Ministry of Interior and Ministry of Education, Youth and Sport as vice-chairman and a secretary-general is selected from MoEYS. This Committee has 16-Ministry membership. Now we are making the 15-year EFA Planning Development and guide the duty of local Committee.

Today, there are national and international NGOs whose works involve in education for adults in Cambodia, but each organization teaches or educates according to its problems and activities. However, its activities are still in small scale; for example for Cambodia Women is an organization provides the affective

lifelong learning to adults on quality of life improvement broadcasting daily dissemination activities on radio and television.

Non-Formal education today has played an integral part in the national education system based on the National Education Plan of Action 2002-2015. Most of the activities are organized through the Provincial EYS Services, District NFE offices and Community Learning Centres (CLCs) in almost every commune spreading out the country, with the aim to promote community participation in education provision through the collaboration among concerned local administration organizations. In compliance with the EFA National Plan of Action to be conducted according to Dakar Framework to achieve its 6 goals, the Department of Non-Formal Education and Provincial EYS services have tried hard to achieve and promote equal rights in basic education and lifelong learning among out-of-school youth and adults through the following strategies:

- Promoting literacy skill and retention among disadvantaged groups who live in remote and mountainous areas along the borders of the country.
- Expansion of equal opportunities for free basic non-formal education for youth and adults.
- Mobilization of local resources such as local wisdom, local literacy teachers and walking volunteer teachers to support and carry out literacy classes.
- Encouragement of community organizations to take part in the followings:
  - Planning and management of literacy programmes and literacy retention activities.
  - Improving NFE curricula to suit the local needs.
  - Development of teaching-learning materials to be appropriate to the local conditions.
  - Implementation of research and development on innovative programmes to promote literacy and vocational skills for improving the quality of life.
  - Increasing the number of community learning centres (CLCs), public libraries and reading centres in the remote areas, in yearly.
  - Providing distance education devices and methods to upgrade the quality of teaching/learning.
  - Encouragement and supporting the provision of continuing education among the out-of-school children, youth and adults.
  - Undertaking training of teachers and NFE facilitators to improve their teaching and coordinating skills.
  - Allocating a sufficient budget to meet the needs of continuing and sustainable development of Non-formal Education.
  - Promoting various kinds of educational technologies and media productions, and providing the information from central level to grass-root level.

• **Innovation and Good Practice**

Based on the Government Policy to Language Use Education Law (2007) states that, “Persons belonging to ethnic and linguistic minorities have the right to use their own language. Education should stress the importance of tolerance for ethnic diversity as an important part to build Cambodia for the twenty-first century.”

“Mother-Tongue Based Bilingual Education” or it is called “Bilingual Education Bridge”. The project has still done in two provinces, Ratanakiri and Mondulkiri. It is supported by International Cooperation in Cambodia (ICC) in cooperation with Government Agencies. The project is very successful for community people, who are Bunong, Charay, Stieng, etc, aged 15 and over.

Before the project was not implemented, it presented to take a research for 4 communes, 5 villages in remote area, and interviewed 627 persons in Ratanakiri:

1. Women 91 percent can not speak Khmer, but 1 percent can speak Khmer a little bit.
2. Men 22 percent can speak Khmer a little bit, but 9 percent can speak Khmer well.
3. Community people, aged fewer than 15, who have a little bit opportunity to read and write in Khmer, and aged 15 and over, who have opportunity to read and write while they work out of their villages.

Population of 134,576 female 66,538, and illiteracy rate (aged 15-45) 55.82% is up to 26,804 female 18,215. Literacy teaching plan and methods for Bilingual Education Bridge programme are shown the following column:

**Literacy Teaching Plan and Methods**

<b>Mother-Tongue Literacy</b>	<b>Mother-Tongue Fluency and Oral Khmer</b>	<b>Transition</b>	<b>Khmer and Post-Literacy</b>
<b>One Year</b>	<b>6 Months</b>	<b>6 Months</b>	<b>Life-long Learning</b>
-Three primers (Primer track) -Whole language activities, i.e. creative writing, language experience stories and big books (Story track) -Numeracy book 1	-Bunong fluency book with uncontrolled vocabulary and more writing. Life skills topics introducing Khmer vocabulary. -Total physical response (Oral Khmer) -Numeracy book 2	-Explanation of Khmer rules in Bunong. -Bunong-Khmer Word Bank for reading and writing. -Practice writing on topics familiar from oral Khmer lessons. -Numeracy book 3	-Highland version of Khmer literacy books. -Other Khmer literacy books (UNESCO books). -Bunong and Khmer libraries.

### Curriculum for Bilingual Education Bridge

First Year	Second Year	Third Year
90%	50%	10%
10%	50%	90%
-Learning to read and write mother-tongue -Learning to speak Khmer	-Learning to read and write mother-tongue clearly -Learning to read and write Khmer	-Continuing to read and write mother-tongue -Learning to read and write Khmer very well

In 2007-2008, the results of the project presented No. of community people 16,358 female 6,752, up to 61% can read, speak and write very well in Khmer language. In extra remarks for community people attending the project of Bilingual Education Bridge have shown the adult learners in the curriculum, they have known very well. They have changed what they do not understand to what they do understand.

With examples of the adult learners in the programme, after they have completed Bilingual Education Bridge, they have known hygiene, health and forest conservation. Also they have understood how to calculate the number in small business. In Ratanakiri province, the adult learners know very well why it causes diarrhea and cholera. So they can save some money and time from their knowledge.

#### 6. Functional Literacy for Adult

With National Literacy Survey 1999 indicated the literacy rate aged 15-45 up to 63.70%. Cambodia increases literacy rate only 1% - 2% in yearly. For 6 years from 2000 to 2006, Adult Literacy Rate aged 15 and over presented 73.6% (NR2005EMDA).

- **Definition of Functional Literacy**

Literacy had to be conceived to include life skills, which is called functional literacy. Thus, people are functionally literate when they have acquired the essential knowledge and skills to effectively function in their community and whose attainments in reading, writing and arithmetic can be used in that complex world of everyday life and makes it possible for them to help in the development

of their community. This definition was used since 2000. It is not changed up to now.

- **Policy Adopted and Used**

Policy on Disadvantage Children Education just was adopted, issued and utilized in 2008. Policy on Equivalency Programmes will be adopted after new Government is created in 4<sup>th</sup> term. Policy on Gender Mainstream was adopted and issued to utilize in 2008. Policy on School Health was adopted and utilized since 2006. And there are the National and International Literacy Day to be selected **8 September**. National and International Literacy Day **8 September** is celebrated in yearly from National level to Provincial-District level.

- **Model of Functional Literacy**

Models of Functional Literacy are some categories based on target groups. Curriculum and contents of textbooks are different. The contents are 4 crucial categories:

- (1) Family Life.
- (2) Small Business and Incomes.
- (3) Hygiene and Health.
- (4) People Consciousness.

There are to be mainstreamed a lot of lessons to the above-contents such as gender, family violence, trafficking, HIV/AIDS, bird flu and etc. Please see the following table:

**Models of Functional Literacy**

No	Categories	Target Group	Time Learned per Day	Duration
1	National Literacy Curriculum	Adult Learner (General)	2 hours	200 hours (7 months)
2	Literacy Curriculum for Girl and Woman	Women and Girls	2 hours (No holiday)	180 hours (3 months)
3	Bilingual Literacy Bridge	Khmer-Bonang, Khmer-Tompoun, Khmer-Kreong	2 hours	200 hours (6 months)

After they have completed the functional literacy programme, they can renew to learn in Post-literacy programme, Community Learning Centres (CLC) and Equivalency Programmes. They can select to learn short courses in the CLC such as hair cutting, motorbike repairing, sculpture, sewing, rice planting, etc. for them increasing their family incomes.

## **7. Needs of CONFINTEA VI and Expectation of Adult Learning and Education in the future**

### **• Important Outcomes of CONFINTEA VI for Cambodia**

CONFINTEA VI Preparatory Conference in Asia and the Pacific should:

- Present the lessons learnt and good practice in Adult Learning and Education for each country.
- Be session for discussing to identify the main issues and deal the challenges related to Adult Learning and Education in the region.
- Be very good recommendations to renew policy and action in the fields related to Adult Learning and Education.
- Decide to support both financial and technical to the poor countries including Cambodia in the fields related to Adult Learning and Education.

### **• Expectation of Adult Learning and Education in the future**

To reach the 6 goals of EFA in 2015 including 4<sup>th</sup> goal related to Adult Learning and Education in the future, and to build equitable and sustainable societies, there will be many factors related to Lifelong Learning for Adult. It focuses on the following solutions and perspectives:

### **• The Solutions of Lifelong Learning for Adult**

National reconciliation, peace keeping, human resource development and alleviation of poverty are the important goals of the Cambodian government. To achieve these goals, the government makes an effort to enable people to get basic education, skill training and qualification of life skill. Formal and Non-formal Education are considered as an official education system of the country.

The general strategy from the time being to 2015 is to achieve the goals Education For all in Cambodia, by targeting the components as follow:

- Child aged from 0 to 6 will gain full healthy care and nutrition by 2015.
- All children, especially girls and those who are in difficult circumstance and the children come from minority group will get and complete a free and qualified primary education by 2015.
- Youth and adult gain life skill training in formal school and NFE classes the period of 2002-2015.
- Increase a number of adult literacy up to 80% by the end of 2015, especially the women, provide equal opportunity every people to access basic education and continuing education for adult.
- Eradicate all inequality between male and female students by 2015.
- Revise all aspects of education and ensure the quality of all sections so that every one gains a good measurable result and

recognition especially on major of literacy, numeric and main life skills.

For these policies the government also sets up strategies to reduce of the payment of parents and to improve teachers' living standard, etc. Deployment of teachers to basic education is considered by implementing PAP program and enlarges partnership with donors.

- **Perspectives of Lifelong Learning for Adults**

In order to provide opportunity to access lifelong learning for adult, the following factors are needed:

1. Commitment and willingness of implementation of each government: for example, if we have good policies but we do not implement, it means we have only policies on the paper.
2. Firstly, we should provide education in "Functional Literacy Sector" for adults. It is the commencement point for them to function in the society. After that the continuing education will be provided to them in increasing their knowledge and work for better life in 21<sup>st</sup> century.
3. Development of varieties of the teaching-learning materials in all kinds and many contents and wide dissemination, especially to rural areas and heard-core poor areas.
4. Expand the distance learning and media learning.
5. Establishment of CLC, CTLC, Libraries and Reading Centers is necessary for:
  - Providing learning opportunities for adults in their villages
  - Accessing varieties of learning programs and contents
  - Filling constantly the needs of learning for adults
  - Strengthening the co solidarity and making peace in community.

