FLS in action: Regional Planning workshop to expand Flexible learning strategies for out of school children in ASEAN
11-12 June 2015

Non Formal Education Department Ministry of Education and Sport Lao PDR
Background Information

• Lao PDR force in a global initiative to better identify which children are excluded from school and why in order to develop the policies needed to reach them.

• In year 2014 national report present the latest statistical evidence form administrative data and household surveys as well as policy analysis from leading experts.

• Based on a series of studies in different province, the report proposes a new approach in using data to overcome the education barriers facing children and adolescents of primary and lower secondary school ages.

• By identifying the policies and financial resources needed to get them in classroom.

• The report will also explore the compounding effects of disadvantage faced by children with disabilities, minorities, working children and those who are living very remote areas.

• Number of out of school adolescents of primary school age in Lao PDR remained almost 10%.
Background Information

- Ministry of Education and Sports is implementing EFA FTI program to contributes of achievement of Universal completion primary education
- Specific objective is to increase primary school enrollment and completion in the poorest districts in Lao PDR.
- To support the Government of Lao PDR to increase access and improve quality of pre-primary and primary education and
- Strengthen education management at central, provincial, district and school levels with focus the most 56 educationally disadvantaged districts
- To efficiently and effectively implement the ESDF
- Reaching the EFA goals under a harmonized approach with development partners
Challenging

Few examples of bottlenecks:
• Troubles in access to early child education and preschool: not access or access in an inadequate age (GIR is too low and NIR is even lower)
• Late enrollment in primary level as a first access to educational system (too many overage children in Primary)
• Too many students in Primary early grades without pre-primary experiences
• Early school failure in primary level (completion rate and survival rate)
• Dropout of teenagers (which grade sees significant drop outs)
• Increasing school failure in transition between primary and secondary level (low transition rate)

In Lao PDR, high dropouts at grade 1 and 2 are some of the major sources of primary age children to be excluded from schooling

Low survival rate to last grade is another bottlenecks (sources) for children to be excluded
Overview of the current OOSC situation in Lao PDR

• Government of Lao PDR through Ministry of Education and Sport and the Dept. of Non-Formal Education, with assistance developed Education for All Fast Track Initiative (EFA-FTI) Program, have made a great effort to make basic and primary education accessible to all children;

• In pursuance of the EFA global movement related to universal compulsory primary education, EFA-FTI Program provide equal opportunity of access to quality pre-primary and primary education;

• Program use a modified approach to providing an NFE equivalency primary education for children with ages from 6 to 14 years old in the identified districts of the pilot provinces provinces of Savannakhet, Sekong and Khammuane.

• The Program’s over-all goal is to contribute to country’s achievement of universal completion of primary education providing access and quality to primary education enrolment in the 56 poorest and disadvantaged districts.
Overview of the current OOSC situation in Lao PDR

- The aim of the programme is to improve equitable access to quality of education for marginalized 6 - 14 years children who currently never attend school as well as to focus on improving and strengthening educational services and delivery in order to effectively and efficiently achieves the ESDP EFA Goals of the county.
  - Specific objective is to increase primary school enrollment and completion in the poorest districts in Lao PDR.
  - To support the Government of Lao PDR to increase access and improve quality of pre-primary and primary education and
  - Strengthen education management at central, provincial, district and school levels with focus the most 56 educationally disadvantaged districts

- Reaching the EFA goals under a harmonized approach with development partners
- The program has 18 subcomponents.
Overview of the current OOSC situation in Lao PDR

- Despite the achievements in implementing the National Plan of Action for Education for All, particularly EFA-FTI programme; a number of challenges remain. This includes disparity in enrolment, repetition, drop-out, and completion rates between males and females, among ethnic groups, non-poor and poor districts, and between urban areas, rural areas with road access, and rural areas with no road access.

- Estimating 6% per cent of Lao PDR children who have never been to school, those who lived in isolated and mountainous rural areas without schools or with incomplete facilities
On going FLS programes

• Mobile teachers program Department of Non Formal Education (DNFE) develop and implement primary equivalency program through mobile teachers for unreachable, out-of-school children aged 6-14 year old living in poorest and most remote villages.

• in partnership with UNESCO.

• DNFE has developed a primary education equivalency programme for 6-14-year-old children who live in remote areas through mobile teachers
On going FLS programes

- mobile teachers program Department of Non Formal Education (DNFE) develop and implement primary equivalency program through mobile teachers for unreach, out-of school children aged 6-14 year old living in poorest and most remote villages.
- in partnership with UNESCO has conducted series in-service training in international and local level in order enhance the facilitation and training skills of the MT trainers in order to organize effective training programmes..
- DNFE has developed a primary education equivalency programme for 6-14-year-old children who live in remote areas through mobile teachers.
Curriculum and teaching and learning material

• EP primary Education Curriculum was developed in accordance with the state and needs of targeted children. (3 year course, Level 1 (1 year) and Level 2 (2 year) with 70 % cover content s of Formal school system, 30 % is NFE areas.

• Teaching-learning materials have been developed corresponding to the curriculum. (Student Text books include 3 subject Lao Language, Mathematic, and World and Around Us and Morality Education, along with Teacher guide and work books)

• NFED with cooperation with MoE line Department concerned developed VEDC manual and Implementation propromme guideline for Tast force of mobile teacher implementing level from NFED, PES, DEB .
Learning centre

• The villages where the Mobile Teacher Primary Equivalency Program is being implemented were given each an amount of US$300.00 and 70 zin sheets and community contribution in labour, food and some construction materials to build one learning centre with temporarily shelter.
Capacity Building

• As The mobile teachers’ programme has been undertaken by DNFE In order to provide the necessary knowledge and skills for the mobile teachers and teaching assistants continuously
• Master trainers (MT trainers) are the most important core team to achieve the expected outcomes.
• TOT training based on adult learning style and participatory approach in which participants involved in a mutual learning and sharing process.
• training methods and techniques use to deliver training content such as mini-lectures, demonstrations, brainstorming, group work and discussion, and games.
Project Implementation

- Mobile Teachers are responsible for two small villages. He/she is supported at the village level by a Teaching Assistant.
- The teaching assistant stay in his/her small village and be assigned to assist the mobile teacher in teaching and conducting follow-up activities while the mobile teacher is on duty in another village.
- Classes are conducted 5 days a week and 5 hours per day or a total of 25 hours a week. Most often Mobile Teachers handle 2 days per week (10 hours) per village, The Teacher Assistant helps the Mobile teacher and handles classes the whole week.
challenges

• The need to develop a Monitoring and Evaluation Programme Plan for the Primary Education Equivalency Program.
• Improve and strengthen Capacity Building Training workshops for the Master Trainers (TOT), Pre-service for the newly recruited Mobile Teachers and Teaching Assistants with focus on skills and knowledge in teaching, and training of VEDC officers and members for community participation.
• Review and possible revision of the developed Learning Materials and revisit the developed curriculum.
• Further strengthen the synergy between formal and non-formal education;
• Further capacity building to support PESS and DESB with a strong support mechanism;
• Make announcement to targeted province level in order to send TOT and Teaching Assistance in village for conduct the course.
Challenges

- The young children 6-14 years who are graduated PE/EP curriculum in 3 years are too young, and with low completion rate;
- No clarity on specific legislation of NFE Equivalence curriculum to formal curriculum;
- Classroom are temporally set up;
Lessons learned

- Strengthen the programme for Out Of School Children focusing on academics activities for them to possibly return to school;
- Improve and develop the early child education, mainly pre-primary school;
- Complete incompletely PE schools (90%);
- Improve school facilities and learning environment as to meet the EQS for PE;
Lessons learned

• Provide capacity development to school principals and teachers in school management and teaching skills and methodologies;
• Provide sufficiently teaching and learning material;
• Expand the provision of the pilot programme on mobile teachers to other provinces with cost implication;