REPORT
Regional Skills Exchange
Lao PDR
10-14 October 2005

Prepared by Un Bunphoeun
Aide et Action – Southeast Asia
Regional Office
# Second Regional Skills Exchange
10-14, October 2005, Lao PDR, Cambodia, Laos, Myanmar, and Vietnam

## Table of Contents

<table>
<thead>
<tr>
<th>No.</th>
<th>Subjects</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Executive summary</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Summary background</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Introduction in South East Asia</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Process of Regional Skills Exchange</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Quality of Education</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Results of the first skills exchange</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Skills exchange in Laos</td>
<td>7-8</td>
</tr>
<tr>
<td>8</td>
<td>Objectives and expectation</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>Education analysis</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Kingdom of Cambodia</td>
<td>10-11</td>
</tr>
<tr>
<td>11</td>
<td>Union of Myanmar</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Education For All (EFA)</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>Goals Set for the Myanmar EFA</td>
<td>11-12</td>
</tr>
<tr>
<td>14</td>
<td>Basic education system and its need</td>
<td>12-13</td>
</tr>
<tr>
<td>15</td>
<td>Goal for Myanmar EFA</td>
<td>13</td>
</tr>
<tr>
<td>16</td>
<td>Social Republic of Vietnam</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>Strategic and Cross Cutting Issue for EFA</td>
<td>14-15</td>
</tr>
<tr>
<td>18</td>
<td>Lessons Learnt</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>Recommendations</td>
<td>17-18</td>
</tr>
<tr>
<td></td>
<td><strong>ANNEX 1</strong></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Methodology for organizing skills exchange</td>
<td>19-20</td>
</tr>
<tr>
<td></td>
<td><strong>Annex 2</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>List of participants</td>
<td>21-22</td>
</tr>
<tr>
<td></td>
<td><strong>Annex 3</strong></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Skills Exchange program</td>
<td>23-25</td>
</tr>
</tbody>
</table>
I – Executive Summary

The skills exchange report was developed based on the findings from feedbacks of the participants, general lessons learnt, improving points and suggestions, facts finding missions, and of the first skills exchange report in reflection for the second skills exchange.

The skills exchange brought close collaboration and culture exchange within the countries in the South East Asia, particularly, Cambodia, Laos, Myanmar, and Vietnam. The participants learnt how each country worked in the education sector, built link between school and community, reading promotion strategy, library management, and community mobilization.

This skills exchange has established a strong network within the region and built communication among stakeholders, partner organizations, local and international, that are working on education. Another impact of this skills exchange has also bring positive for the international conference in Ho Chi Ming city, in Vietnam in April 2006.

This skills exchange has taken place with the involvement from several different stakeholders and partner organizations of Aide et Action South East Asia. The Ministry of Education of Laos and the French Cooperation – PESL project has strongly collaborated, supported, and organized for the whole process of the skills exchange. Eight sites have chosen for skills exchange with the support from the educational authorities of the Ministry of Education, especially the Department of General Education and the National Library of Laos.

The skills exchange was officially organized from 10-14 of October 2005 in Vientiane Capital city, Vientiane province, and in Laung Pranbang, where schools, library, and community mobilization project were visited by the participants.

The outcomes to this skills exchange were thank to the excellent collaboration of the General Education department and Department of Personnel of the Ministry of Education of Laos, the National Library of the Ministry of Information and Culture, and French Cooperation – PESL Project which providing an excellent coordination and other facilities for the whole process.

Also special thank to the Belgium Technical Cooperation (BTC) that has provided additional funding support for the officials of the Ministry of Education of the Kingdom of Cambodia to participate in this constructive skills exchange.

Aide et Action South East Asia is very delighted and grateful for all the support and good collaboration and wish these supports last longer for the development of regional toward Education For All by removing all barriers to Learning, Education, Development, and Inclusive.

Sincerely Yours,

Un Bunphoeun
Aide et Action South East Asia
Regional office, Cambodia
II – Summary background

Aide et Action South East Asia visualized that the population in the sub-region are allowed to make their own choice for their own future and for their society by using education as a way of development. Within this, AeA SEA has worked harder to promote Education For All in the region particularly for those who were excluded, marginalized, and disadvantage to education.

In this response, AeA SEA has invested its program typically on education sector actively in collaboration with NGO partners and the educational departments of the Government in respective country of Cambodia, China, Lao PDR, Myanmar and Vietnam by putting many efforts to improve the quality of education as part to achieve the Millennium Development Goal of the United Nations for universal primary education by 2015.

The first skills exchange which was organized in Cambodia has brought the participants to experiences through exchanged and improved the implementation in their own country and came up with initiatives on project development notably education with focus on library project. The impact of the first skills exchange is the implementation of the project in Vietnam and the similar project has been initiated in Myanmar.

Through this significant development of education project and with the same need of the government, AeA SEA has collaborated with the Ministry of Education in Lao PDR and the French Cooperation – PESL Project to organize the second skills exchange in Laos and to bring the officials from the Ministry of Education of the four countries and other NGOs working as partners to share and exchange their skills and experiences in education.

The second skills exchange was also an opportunity to build collaboration and good relationship with education officials from countries in the sub-region and stakeholders to discuss how education issues should be solved with too a focus on library and early childhood.

A. Introduction in South East Asia

Aide et Action Southeast Asia (AeA) has invested its program typically on education sector in collaboration with NGO partners and Government institutions in respective country of Cambodia, Lao PDR, Vietnam, and Myanmar. AeA has strived harder to put an effort to improve the quality of education following the standards of policies as well as to take part to achieve the universal primary education by 2015.

In this response, AeA has organized the first regional skills exchange in Cambodia, which was aiming at raising awareness on the quality of education though improving competency of library managements within formal and non-formal education programs with all the countries AeA working.

In order to ensure the impact of the first skills exchange, AeA has organized the second skills exchange in Laos from 10-14 October 2005 with the participants from the Ministry of Education and Aide et Action’s representatives in Cambodia, Laos, Vietnam, and Myanmar. (Methodology, participant list, and Program of the Skills Exchange is in the annex)
B. Process of Regional Skills exchange

The skills exchange has taken place for five days in two provinces of Laos and in Vientiane capital city. There were eight sites selected for the visit with various subjects of library management, preschool and primary school, and the school organized in collaboration and supported by the community.

Prior to the skills exchange, preparatory missions were conducted to learn about the sites in terms of management, community mobilization, reading promotion, and to survey how the participants can learn from the sites. Many discussions have been made on what the people do, how they do, and why they think they should participate and support the school activities.

After the sites were selected for the skills exchange, meeting with the school masters and teachers as well as community people involved in the school activities have also taken place to give some guideline what the participants expect to learn from the sites so that they will be able to organize and prepare to share with the participants.

C. Quality of Education

Quality of education is the commitment of teachers and with regard the right of children to the quality of education and respects their value. The concept of quality should focus on social, emotional, and physical development as well as the academic achievement. To ensure Education For All, the government should consider the social and economic implication and to with local and international organizations coordinate their efforts to achieve sustainable development of inclusive community and learning friendly environment for all children.

Ensure that all children receive quality care and education in their home communities as part of early child development, pre-school, primary and secondary education programs particularly those who are excluded from mainstream education or vulnerable to marginalization and exclusion.

The role of the government and the school should be established and sustained a dialogue with communities including parents about the value of non-discriminatory and inclusive education system. In addition, all concerned Ministries have to work together to develop a common strategy toward inclusion to education.¹

¹Consultative document of the International Symposium Inclusion and the removal of barrier to learning participation and development, Indonesia
D. Results of the first skills exchange

It was noted that, the skills exchange brought several positive impacts to build the capacity of the participants on why it is important for people’s participation and active collaboration among implementing partners in development areas. It also showed strong support from the community at the grass root level where the project implemented as well as the government provided possibilities for the specialized NGOs to work on the field of education. Participants also learned on the installment and management library and to supply equipments as well as a variety ways of implementing library project.

Participants expressed different perspective compared to their own country’s situation and learned to improve the current one based on lessons learned from Cambodia such as a case in Myanmar, the living of the community people is quite not the same situation in Cambodia.

The results of the first skills exchange also brought Aide et Action South East Asia to officially worked with the Ministry of Education in Laos and have a very good collaboration with the French Cooperation - PESL project and bring positive for the second skills exchange. On the other hand, in Vietnam, four projects were being implemented in Khanh Hoa province and recognized by the local educative authorities. Meanwhile, in Myanmar, collaboration with Rural Development Society (RDS) has firmly engaged focus more on primary education and community participation.
III – Skills Exchange in Laos

In 2004, with requested by the Lao PDR, Aide et Action South East Asia has launched the operations in Laos supporting the street children and school projects in collaboration with Friends International to reintegrate the vulnerable children into school and community. Ministry of Social Affairs, Municipality of Vientiane and UNICEF are our partners.

In 2005, Aide et Action has committed itself with the Ministry of Education in Laos following the proposal from Education department and the collaboration with FSEL project "For a Structured Education in Laos", Aide et Action has the role to support the training for educational managerial staff to improve the administrative and educational efficiency of the educational system organized in 2005.

In line with the project, Aide et Action has thus suggested to hold a regional skills exchange in Laos with the participation of educational authorities and development partners of neighboring countries such as Cambodia, Vietnam, and Myanmar. Aide et Action has developed a cycle of regional skills exchange which the second skills exchange is in Laos.

The main thematic, after the meeting with the Ministry of Education, are library and early childhood. However, the overall purpose of this exchange is to bring the education actors to share lessons learnt and skills on education, school community mobilization, participation and best practice of the community as well as the public education sector in education.
Community education project in Kilometer 52 for children
IV – Objectives and Expectation

A) Objectives
1. The main purpose of the skills exchange is to follow up the previous skill exchange in Cambodia on library project and how the library, both in school and community are set up with community participation and reading promotion strategy;
2. To learn and share experiences with other countries in the region on how to manage a library in quality and to raise the principle difficult on library management;
3. To exchange experiences in developing the book for pre-school and primary school and to understand the impact of the exchange in the field, both theory and practical;

B) Expectation
1. Experiences on running of library project and management shared and learnt among the participants of the skills exchange;
2. Basic strategy on how to involve the local people to participate in the project identified;
3. Difficulties on the arrangement and management of library identified and addressed;
4. Recommendations and feedbacks related to the library project, mobile school, kindergarten, and Training Center for Education collected;
5. Library network in the region built and strengthened;

Sharing information about the school and community activities under the support from tAide et Action South East Asia in Vientiane province
V – Education analysis

Education analysis is part of the Skills Exchange which provides general information of the education issues of each country in the sub-region, particularly, Cambodia, Laos, Myanmar, and Vietnam, in order to share with all participants as well as others who wish to get this information for any development purpose.

Education issues are varied from one country to another and it has many barriers to learning, participation, development, and inclusive.

Kingdom of Cambodia

The issue of education in Cambodia is high level of school drop out, limited availability of post- primary education and training opportunities and uncertain demand and expectation from young people and their families due to a shortage of civics/ value education and life skills orientation in many current programs. The report of the NGO statement to the consultative group meeting in 2004 stated that girls continue to represent 47% of the enrolment in grade 1 and the figure drop to 41% enrolment in lower secondary school and 33% in upper secondary school. There is a big decrease in girl's participation between grade 6 and 7.

The poverty rates are higher for households in which the head of the household has had either no formal education or only some primary schooling. In rural areas, the poorest quintile has a net primary school enrolment rate of 50% significantly below the 70% in the richest quintile. Less than 5% of rural children aged 12-14 in the poorest quintile are enrolled in lower secondary schools as compared to 25% in the richest quintile. Children from the poorest quintile are extremely under-represented in upper secondary schools and in tertiary education.

The Ministry of Education Youth and Sport is mandated to ensure development of an effective human resource base through providing and enabling education opportunities for all Cambodian people in order to increase economic growth, enhance living conditions and enable a well-trained and educated workforce. The National Poverty Reduction Strategy (NPRS) and Socio-Economic Development Plan II (SEDP) highlighted development is a key enabling factor in income generation and job creation.

The successful implementation of the “Triangular Strategy” of the Royal Government of Cambodia has enabled sustained security and socials stability through accelerated implementation of development and sector reforms including education. In particular, the Royal Government has set itself the target of reducing the number of poor people in Cambodia by 50% by 2015. In addition, Cambodia is part of international and regional Government, donors, and NGO alliances designated to achieve agreed Millennium Development Goals (MDG) for universals primary education and gender equity by 2015.

---

2 Education statistic and indicator 2002-2003 – NGO statement CGM 2004
4 National Poverty Reduction Strategy 2003-2005
In order to strengthen the quality of education the Royal Government of Cambodia committed to achieving the Goal of “Education For All” by ensuring equity in the attainment of nine years of basic education for all children and ensuring access by the children of the poor households to education especially by improving the quality and number of public education. The Royal government will continue to strengthen its partnerships with the private sector and the national and international community to enhance and improve the quality of education services, both in vocational and technical training and in higher education consistent with international standards and the development need of the nation.\(^5\)

The Ministry of Education recognizes that in order to accelerate achievement of EFA, additional resources from communities and development partners need to be mobilized.

**Union of Myanmar**

**Education For All (EFA)**

National Action Plan of Education for All (EFA) - Myanmar is aimed at the improvement of the education sector, especially access, quality and relevance, and the management of the primary and lower secondary level. It also aims to upgrade literacy and life skills for out-of-school adults and youth in order to directly support the social and economic development efforts of the nation. It is to specifically respond to the Dakar Framework for Action, which calls upon governments to ensure that EFA goals and targets are achieved by 2015 with support from stakeholders within the country and from the international partnerships. The EFA National Action Plan will serve as a basis for ensuring that the country meets its commitments concerning the education-related goals of the Millennium Development Declaration and the World Fit for Children.

**Goals set for the Myanmar EFA**

The EFA 2000 NPA development in 1993 contained targets for increasing primary enrollment from 62% to 100%, increasing completion rate from 25% to 80%, reducing adult illiteracy rate from 22% to 11%, increasing early childhood care and development from 2% to 25%, and increasing awareness of Facts for Life among families which A&A has planned to implement in its Myanmar Pilot Projects. Various institutions have implemented the EFA 2000 Plan, mostly with assistance from UNICEF and UNDP/UNESCO-assisted project activities. On hindsight, it was found that the targets were too ambitious, especially, the enrollment and completion rates. Although committees were too ambitious, especially the enrollment and completion rates, although committees were formed in1996 and plans formulated at the central level, the local levels were not so clearly involved in the implementation. These lessons will help the EFA 2015 plan avoid such pitfalls and meet the education needs of the children and community at large, through participatory planning processes at central and township levels and the setting of achievable goals and more realistic targets.

In the EFA 2015 National Plan, new targets are set to ensure the access to and quality of basic education. The goals of the current EFA 2015 NAP were formulated in May 2002 to be

\(^5\) MOE- Education Strategic Plan 2004-2008
more realistic and to be in line with the Long-Term Basic Education Development Plan and the Special Four-Year Education Plan. The six Myanmar EFA goals were set against the Dakar Framework for Global Action. The EFA 2015 National Plan will also allow the country to meet the Millennium Development Goal of Achieving Universal Primary Education by ensuring that all boys and girls complete a full course of primary schooling and the World Fit for Children education goals.

**Basic Education System and its Needs**

The Myanmar Basic Education School system consists of 5 years of primary school, 4 years of middle school (lower secondary) and 2 years of high school (upper secondary) education, totaling 11 years in all. KG is the name used for the first grade of the primary school. In the EFA usage, Basic Education includes the primary and lower secondary levels. Thus, in this document, 'Basic Education' will be used in the EFA context, and 'Basic Education Schools' will be used in the Myanmar school system context.

Data covering 2002-03 states there are nearly 5 million students enrolled in primary schools, and nearly 2 million enrolled in the middle schools. Including high school enrollment, estimation is that there are about 7.5 million children in Myanmar's Basic Education Schools. All schools are public; there are no private schools, except for those offering specialized education such as English, non-formal learning, business studies, computer training, pre-schools and many subject-wise private tuition classes. The Department of Social Welfare operates 62 per-primary schools and over 700 day-care centers. The Ministry of Education (MOE) opened 621 per-primary schools under the school reforms between 1998-99 and 2002-03.

The primary enrollment rates for boys and girls are 84.3% and 83.6% respectively; whereas the middle school enrollment rate for boys is 39.6% the rate for girls, is 39.4%. However, the high school enrollment rate for boys is 29.4% and for girls it is 31.7%. Thus, girls represent approximately 50% of the total enrollment in primary and middle schools, and around 54% in high schools.

There are also more than 900 monastic primary school and 100 monastic middle schools, under the responsibility of the Ministry of Religious Affairs, with a total enrollment of 135,000 children at the primary level and 14,000 in middle levels for the academic year (AY) 2002-03. The Department of Border Area Development is preceded in the provision of training in livestock breeding and agriculture to over 100 basic education schools opened in the border areas.

The long and short-term education plans emphasize that all children in Myanmar schools have access to and complete a basic education of good quality. Out-of-school children also need to be provided with equal learning opportunities.

For this, considerations for non-formal alternatives of primary education, which are equivalent formal education in standards, are becoming more promising. The EFA 2015 includes plans to development and introduces Non-Formal Primary Education as well as Non-Formal Middle School Education programs, alongside training for youth and adults to upgrade functional literacy, innumeracy and life skills training.
Providing more opportunities for basic education for children, youth and adults is the keystone of Myanmar EFA. It is also consistent with the education-related goals in the World Fit for Children to which Myanmar is also committed. The Child-friendly Schools project implemented under the MOE/UNICEF program will be gradually expanded, and Non-Formal Primary Education and Non-Formal Post-Primary Education will be piloted and introduced. The updated plan to provide literacy and life skills training combined with income generating skills will reinforce EFA efforts to realize the envisioned 'learning society'.

Early Childhood Development (EDC) efforts, based on the concept of 'the development of whole child', and the pre-primary schools initiated by the Department of Social Welfare in the past decades have led to the establishment of daycare centers throughout the country. The MOE has also stepped up the opening of pre-primary schools. The GONGO Myanmar Maternal and Child Welfare Association (MMCWA), local NGO Pyin-nya Tazaung Association (PTZA) as well as international NGOs such as Save the Children (UK, US and Japan) are undertaking various pilot projects in early childhood care and development and/or education. The EFA National Plan of Action will help synergize these strengths by expanding 'parental education' and organizing technical services to help establish more ECCE service centers and pre-primary schools.

The goals for Myanmar EFA are:

1. Ensuring that significant progress is achieved so that all school-age children have access to and complete free and compulsory basic education of good quality by 2015;
2. Improving all aspects of the quality of basic education: teachers, education personnel and curriculum;
3. Achieving significant improvement in the levels of functional literacy and continuing education for all by 2015;
4. Ensuring that the learning needs of the young people and adults are met through non-formal education, life skills and preventive education programs;
5. Expanding and improving comprehensive early childhood care and education; and
6. Strengthening education management and EMIS.
Social Republic of Vietnam

The school fee is high for pre-primary school in Vietnam beyond the financial means of poor families and is lowest for the children from the ethnic minority groups to afford school. The qualification of teachers is also low and a large number of whom are employed on a contract basis, received low salary and have limited or no professional training.

As for Primary education program not yet extend to all children, at the same time, the schooling fee also high. The teacher lacks of appropriate in service training and career development opportunity. Salary also low with the quality learning low as well

Lower secondary education is highest in urban areas and lowest in remote and mountainous areas. There was lowest participation from the ethnic girl. The quality of learning environment is generally low, especially in remote and low-income areas with acute shortage of basic learning materials and low school instruction time per students. There are limited both the quantity and quality of the teacher (low salary, inefficient and teachers deployment and inadequate quality of pre-service training and insufficient and low quality in-service training)

The non-formal education enrolment in literacy, complementary and continuing education programs is higher in urban areas, lowest in remote and mountainous areas. Gender disparity persists in NFE (girl and women). There is also limited available in Community Learning Centre and Continuing Education Center in remote areas. The quality of literacy and continuing education programs is low and not adapted to adult learning needs. There are acute shortage of facilities, libraries, and post-literacy materials to reinforce basic education skills. NFE teachers and trainers lack experience in adult learning techniques and have low professional training opportunities.

Strategic and Cross-cutting Issues for EFA

The coverage of basic and non-formal education programs is low in remote and mountainous areas. Completion rate and other internal efficiency indicators are lowest in these areas and for children in disadvantaged learning situations. Out-of-school children are concentrated amongst groups that hardest-to-reach in terms of geographic access and learning needs. There is relative equity in gender participation in education, but the gender gap is highest among women and girls from certain ethnic minority groups. The direct costs associated with basic education are high for the children from poor families. Exemption mechanisms are not adequate or not consistently applied to ensure affordable and quality basic education for all.

The quality of teaching and learning outcomes has not kept pace with the increase in access. Quality is constrained by inadequate teaching-learning methods, insufficiently trained teachers, and low quality of facilities and materials. The learning contact time for basic education is short by international standards, limiting the quality of learning outcomes. Teachers are limited in quantity and quality. This is linked to low salary levels, inefficient teacher deployment and inadequate quality of pre-service training and low quality in-service training.

Education managers and organizational structures are not adequately equipped to take on the tasks of provincial education planning and implementation. Education managers lack
skills to support curriculum reform and provide advisory support to schools and teachers. The funding base for education is likely to be too narrow to support further expansion of the education system and effective implementation of quality improvement priorities, full-day schooling, and universalization of basic (primary and lower secondary) education.

School children project in Khan Hoa province, Vietnam
VI– Lessons learnt

Skills Exchange’s participants have actively involved in discussion and exchange ideas and experiences in every site visited. Cambodian participants have learnt how the community and local authorities participated in school and library construction as well as providing supports both financial and labor which is the ways to encourage and promote the community to actively involved in the school program and providing schooling materials through local community participation initiated by the school teacher/principle.

In some schools, handicraft activities were well organized and established within the school program in order to provide additional knowledge to student. In some places, library activities was also operated late evening in the sense for community people who wishes to get information or reading while whole day work in the field. Libraries were also opened on holiday as well.

Lao participants learnt through feedback meeting and presentation of project operations in the plenary session from different countries. During feedback meeting participants raised the education issue in each country to share and compared with the situation in Laos. Lao participants also learnt how each country in the region implement the project and work with the community level.

All delegation has learnt in term of reading promoting activities which in Laos the children are able to learn in different learning environment with the community participation in the school activities. Some schools negotiate with the student from University who can voluntarily support the school activities as part time. In preschool the activities developed teaching aid to support the children with participation from the community as well from parents were also encouraged to supporting materials as well as contribution for school construction.
VII- Recommendations

This recommendation is objectively provide feedbacks on what the participants have though, learnt, and faced during the Skills Exchange, especially it brings several main points for the improvements of the project they have visited, in particular. It has also provided feedbacks for the next organizing of the Skills Exchange.

The feedbacks provided for improving of project implementation in Laos provided by delegation are generally broad based and therefore project implementers should look at the improving points as recommendations which are affected to the implementation and identify strategy to improve it.

Skills exchange was very good organized and managed, however, for future, time should be allocated sufficiently for the participants to discuss and exchange their experiences and knowledge.

There should be many different books for the library such as getting more books related to family planning and agriculture related fields etc. In addition, training should be provided to all librarian or people in charge of library in order to build their capacity in running the library. The books for the library should be translated into the local language if possible to meet the local needs.

Every school should have access to water and sanitation and to ensure nutrition security. Network should be set up among the local authorities, and NGOs working in the areas.

Stake holders as well as the communities themselves should continue to play a major role in supporting the continuous monitoring and evaluation of the school program.

In school, personal hygiene subject could be an effective idea to build knowledge of the communities together with availability of water, soap, and motivation.

Condom use as well as health promotion within the Peunmit’s project can come along with prevention and care activities with the commitment and dedication although working in difficult circumstances and adaptations.

The basket as well as table to lay out the book for reading promotion under the trees could be more effective if survey on what the requirement is needed for the frequent readers particularly children’s parents and school children. The book should frequently update or change regularly by rotation or importing new book so that reading will be not boring of reading the same materials.

Library for children should set by grades which normally effectiveness and therefore an effective training for librarian on library management should be recommended for positive management of the library the program.

The monks and religious leaders of concerning village communities should be involved in the process for positive results. This meant that all outputs made by the project should have well disseminated into the community, for in stance, the visit of the delegation to the project etc…
“The site has been selected for the visit of the delegation because the project is model of implementation”.

All activities need to have followed up and the progress report should have disseminated for all the project stakeholders for feedbacks, improvement, and concerns.

It is a good sign for gender raising awareness as the majority of staff working in school are women. Most of them are the Director of school. In this case a survey for specific findings should be conducted in order gathering information and share with the community what the benefit of it.

Distribution of schooling materials between NGOs working in the areas and the community need to be promoted and well communicated for school support. Contacting with donors for support should have also contacted and communicated.

A baseline data collection should have been set up prior to organizing of library in the community. It is ensure that the community and the neighboring are likely want to have it particularly for the children.

In Phone Hong Primary School, the responsibilities of stake holders could be further kept to cover the areas touched upon and is a sample of good management of school project activities with the involvement of community to play a vital role.
ANNEX - 1

VII – Methodology:

1. Meeting/arrangement/information
Prior the skills exchange there were many meeting hold to discuss how the skill exchange should be organized and all relevant information with concerned local authorities were collected and analyzed to ensure they are properly managed. The meeting helped a lot in site selection, administrative arrangements, and to ensure that all relevant actors are informed and well prepared for their participation.

2. Budget proposal
Budget was proposed according to the expected participants and administrative arrangement including transportations and accommodations. Additional funding need to be considered whether it is need in order to ensure that all potential participants could participate in the skills exchange particularly those officials from the concerned Ministry mainly the Department of Education.

3. Coordination with local authorities
After the meetings have conducted with the concerned departments of the Ministry of Education, focal persons need to be identified in order to ensure that you have people to work and follow up with. Then you need to develop work plan together for field visit and who are going to meet such as School master, educational district authorities and so on. During the meeting with the concerned department, a check list of criteria of the site you wish to select should have been raised and discussed so that time was not wasted to visit a place which was not in the priority.

4. Description of the sites, visited, and appointment of with sites selection
A summary of purpose of the visited should be developed such as what skills and experiences are expected to learn from the site/place for the meeting with the Director of schools. After meeting all the places, a feedback report was developed based on the fact findings with the discussions and summarizes the recommendation to fit with goal and objectives of the skills exchange. Later final recommendation for skills exchange sites were collected based on the analysis.

5. Schedule
The schedule and action plan developed based on the previous plan or adapted after discussion to fit with the available time of skills exchange. The schedule should be specific with the time and place for each visit.
6. Invitation (official letter)
All invitation should be done as soon as possible and based on who are invited and what level of their participation. This means that whether a participated was invited to only joint the opening ceremony or how many sites they are expected to visit based on time and technical capacity. Invitation should have sent at least two to three weeks to all participants if possible and attached with the program and related documents for their information.

For official letter to the Ministry of Education or its concerned departments should have done at least six to eight weeks. This is not a matter the skills exchange has already planned because it is ensure also their participation.

Consider who else need to be invited such as concerned NGOs, local and international and partner organizations.

7. Implementation of Skills exchange

Feedback meeting:
Skills exchange needs to have feedback meeting in every place visited in order to ensure that all the participants learnt and shared their knowledge and experiences. On the other hand, it needs also to brainstorm all the participants to review what they have learnt from the sites and what they think it should be improved.

Feedback meeting often taken place after a couple visits depending on the time set by the organizer. Feedbacks/comments or ideas made by the participants will be collected and reviewed for reporting and to used as part for the recommendations.

Logistic arrangement:
To properly manage the skills exchange well, the organizer has to arrange (airport pick up) as many of the foreign participants would not know where they suppose to go while arriving in the country. The name of all participants must be collected from each country for accommodation reservation. Materials relevant for the skills exchange as well as for the opening session should have prepared and produced for the participants.
### Annex -2

**Information about institutional partners to invite for the skills in Laos on October 2005**

<table>
<thead>
<tr>
<th>Family name and given name</th>
<th>Position and adress</th>
<th>Reason of choice</th>
</tr>
</thead>
</table>
| Mr. LEANG Seng Hak         | Director of Training Department / Ministry of Education.  
- Address: 133 Bld. Norodom  
- Tel/Fax: 023 214 340.  
- Mobile phone: 016 896 751. | Institutional partner of the Sipar project, key people and person of influence in the national policy of Education, mainly in training area. |
| Mr. CHORN Chheang Ly       | Director of Primary Education Department/ Ministry of Education.  
- Address: 169 Bld. Norodom  
- Tel: 023 363 056  
| Mr. CHAN Sophea            | Deputy Chief for the Executive Office/ Primary Education Department/ Ministry of Education.  
- Address: 169 Bld. Norodom  
- Tel: 023 363 056  
- Mobile phone: 012 211 336. | Institutional partner of the Sipar project, technical person in implementing school libraries area, in library networking and in librarian training. |
| Mr. KIM Do                 | Provincial Director of Education in Kratie Province  
- Address: Vithei Kossamak  
- Tel: 072 971 701  
- Fax: 072 971 683  
- Mobile phone: 012 932 401. | Institutional partner of the Sipar project, active and exemplary collaborator at the provincial level in implementing school libraries area, in library networking and in librarian training. |

### Information about Sipar members to invite for the skill in Laos on October 2005

<table>
<thead>
<tr>
<th>Family name and given name</th>
<th>Position and address</th>
<th>Reason of choice</th>
</tr>
</thead>
</table>
| Mr. HOK Sothik             | Director of SIPAR  
9 street 21- Phnom Penh  
- Tel: 023 212 407  
- Fax: 023 987 908.  
- Mobile phone: 016 896 751. | Key player of reading development as a part of reinforcement in the quality of Education. |
| Mr. CHHOEUNG Chheng Hak    | Operational Manager of Sipar  
9 street 21- Phnom Penh  
- Tel: 023 212 407 | Key player of reading development as a part of reinforcement in the quality of Education. |
<table>
<thead>
<tr>
<th>Family name and given name</th>
<th>Position and address</th>
<th>Reason of choice</th>
</tr>
</thead>
</table>
| **Mr. Martin PERICARD**    | Regional Manager Aide et Action South East Asia 39E1 street 310 – Phnom Penh  
- Tel/Fax: 023 212 407  
- Mobile phone: 012 455 270 | Manage all the region SEA |
| **Mr. Auray AUN**          | Resources Manager Aide et Action South East Asia 39E1 street 310 – Phnom Penh  
- Tel/Fax: 023 212 407  
- Mobile phone: 016 869 246 | Coordinator of programs in Laos, Myanmar and Cambodia |
| **Mr. UN Bunphoeun**       | Advocacy Officer Aide et Action Cambodia 39E1 street 310 – Phnom Penh -- Tel/Fax: 023 212 407  
- Mobile phone: 012 470 859 | Organizer of the skill exchange in support of the AeA representative in Laos |
## Annex – 3

### Skills Exchange Program

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Time</th>
<th>Subjects</th>
<th>Facilitators</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/05</td>
<td></td>
<td>Arrival of the participants from Cambodia, Myanmar, and Vietnam</td>
<td>(Pick up)</td>
<td></td>
</tr>
<tr>
<td>10/10/05</td>
<td>08:30 – 09:00</td>
<td>Reception at the Ministry of Education</td>
<td>MOE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>09:00 – 09:30</td>
<td>Welcoming the participants to the Skills Exchange</td>
<td>MOE</td>
<td>Director of International</td>
</tr>
<tr>
<td></td>
<td>09:30 – 09:50</td>
<td>Objectives of the Skills Exchange</td>
<td>AeA SEA</td>
<td>Cooperation?</td>
</tr>
<tr>
<td></td>
<td>09:50 – 10:10</td>
<td>Program of the Skills Exchange (10 – 15/08/05)</td>
<td>PESL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:10 – 10:25</td>
<td>Coffee break</td>
<td>PESL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:25 – 11:25</td>
<td>Presentation of experiences on library project (Cambodia)</td>
<td>AeA SEA</td>
<td>(Including Q &amp;A)</td>
</tr>
<tr>
<td></td>
<td>11:25 – 12:00</td>
<td>Presentation of experiences of project from Myanmar</td>
<td>AeA SEA</td>
<td>(Including Q &amp;A)</td>
</tr>
<tr>
<td></td>
<td>12:00 – 13:30</td>
<td>Lunch break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:30 – 14:30</td>
<td>Presentation of experiences of project from Vietnam</td>
<td>AeA SEA</td>
<td>(Including Q &amp;A)</td>
</tr>
<tr>
<td></td>
<td>14:30 – 17:30</td>
<td>Culture and education house for children (SVA) Library (SVA) and Lao Media Production?</td>
<td></td>
<td>Children Education Center</td>
</tr>
<tr>
<td>11/10/05</td>
<td>08:00 – 09:30</td>
<td>Primary school Donekoy</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event Description</td>
<td>Location/Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:00</td>
<td>Check out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:00 – 11:30</td>
<td>Somsavath Primary School (65km)</td>
<td>Library and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 – 14:30</td>
<td>Traveling to Luang Prabang/reception/self arrangement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00 – 17:30</td>
<td>Feedback meeting with individual country (10-12/10/05) Orientation meeting with delegation and (visit the mountain which is close to if time is available) Flipchart provided and be collected after discussion</td>
<td>AeA PESL Lessons learned, strengths, improvement points – related to establishment, organizing (participatory), and operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>13/10/05</td>
<td>08:30 – 09:30</td>
<td>Meeting with Provincial Education Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>09:30 – 10:45</td>
<td>Visiting Culture and education house for children (SVA)</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:45 – 11:45</td>
<td>Visiting Luang Prabang IT Library</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00 – 13:30</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:30 – 17:00</td>
<td>Pak Ou Kindergarten schools and community library</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>14/10/05</td>
<td>09:30 – 10:00</td>
<td>Visiting Library Center?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:00 – 11:30</td>
<td>Feedback meeting with individual country (13-14/10/05)</td>
<td>AeA PESL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orientation meeting with delegation and (visit the mountain which is close to if time is available)</td>
<td>Lessons learned, strengths, improvement points – related to establishment, organizing (participatory), and operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Flipchart provided and be collected after discussion</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00 – 14:30</td>
<td>Lunch and return to Vientiane</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15:30 – 16:30</td>
<td>Closing ceremony by MoE (Mr. Lytu?)</td>
<td>MoE meeting room</td>
<td></td>
</tr>
<tr>
<td>15/10/05</td>
<td></td>
<td>Delegation return to their home country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>