

**Kingdom of Cambodia  
Nation Religion King  
Ministry of Education, Youth and Sports**

# **Non-Formal Education National Action Plan 2008-2015**

**September 2008**

## Foreword

According to the Education Law, Chapter 4, Article 15 indicated about comprehensive and unique education system that: *government should arrange the complete and uniform education system, including Formal, Non-Formal and Informal Education.*

Non-Formal Education (NFE) is referred to structured educational activities that is outside the formal educational system in order to provide some selected education. NFE covers many education programmes such as literacy, life skills, work skills, basic education for those who do not study in formal educational institutions. It is a continuing education and equivalency programme to be included in the formal education programme or a lifelong education. NFE learners have their rights to request and receive the equivalency evaluation test of their education from education authority as stated in the Education Law.

Education Strategic Plan showed the important stages of the Ministry of Education, Youth and Sports in the reform process in Cambodia. Non-Formal Education Action Plan 2008-2015 is an essential plan and wide scope, which is a multiple dimension and flexible and has and is covering all aspects of education in order for the Department of Non-Formal Education (DNFE), concerned Institutions, Development Partners (DPs) and the 24 Provincial Offices of Education (PoE) strengthen the implementation of the Education for All (EFA) policy, NFE policy and other education-related activities and open for the accountability of the literacy activities and continuing education.

Furthermore, responsibilities and duties of all concerned actors in NFE system need to be improved. Through the above-mentioned strategies and activities, the Ministry of Education, Youth and Sports appeals to communities, land authorities at all levels and all DPs continue to support and use resources (means, materials, budgets) of your projects to the best of your ability in order to achieve the stated goals of NFE work.

The Ministry of Education, Youth and Sports hopes that all the 24 provincial departments concerned and DPs will achieve and success with this plan from year 2008 to year 2015.

Phnom Penh, 05 September 2008  
For Minister of Education  
Under Secretary of State

Chey Chap

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## **Introduction**

National Constitution of the Kingdom of Cambodia guarantees that all Cambodians get access to basic education and the Education for All National Plan of the government within the framework in order to achieve the Education for All (EFA). Non-Formal Education work plays a very important role in complement with formal education.

Main target of NFE is to widely provide educational opportunities and sustainable quality and effectiveness for disadvantaged children, out-of-school children, ethnic minority children, youth and illiterate adults by providing them with free basic education services in order to become a fully capable people.

According to the Education Strategic Plan, in order to achieve this plan, it needs detailed analysis on learning needs and target population that need training through NFE programme. Monitoring the learning results and implementing these activities need involvement and cooperation from public institutions, development partners, civil society and community in order to achieve the Rectangular Strategies of the Royal Government, particularly the Education for All National Plan.

The Cambodian population is 13,806,923 (National Institute of Statistics 2005). Population growth rate is 1.81% (National Report on Mid-Decade EFA Evaluation 2005). Adult literacy rate age above 15 is 73.6% (2004) and literacy rate age 15-24 is 84.7% (2006). According to 2008 statistics of the Department of Planning of the Ministry of Education, Youth and Sports, school children age 6-17 are 3,098,821 and out-of-school children are 814,632.

### **▪ Strengths**

- NFE work helps all children, youth and adults who are living in the Kingdom of Cambodia complete basic education (9 years), regardless of their ages.
- Ease students who dropped out of school to re-enroll in formal education system.
- Provide educational opportunity to all through equivalency programme, primary and secondary education in order to reach higher education level.
- Help increase functional literacy rate for all community people so that they are able to contribute to the economic development of the society.
- Provide educational opportunity to those who are in difficult period, widow, orphanaged children, ethnic minority children, disadvantaged people who are living in difficult and remote areas so that they can receive educational services with quality and effectiveness.
- Reduce domestic violence, traffic accident, improve health services, avoid from HIV/AIDS infection, HIV/AIDS disease, prevent human trafficking, trade and use illegal drug, acknowledge the rights and duties of the citizens and value Cambodian culture and civilization and follow the democracy rule and learn to live together in harmony.

▪ **Challenges**

- NFE work is very important, but formal education alone cannot response to the EFA National Plan, Education Strategic Plan and other major EFA goals. Nowadays, Cambodia is a developing country. Even though the government is trying to build schools and train teachers, it is still lack of schools, inadequate school levels and lack of teachers. On the other hand, people's living condition is limited. Migration for work and domestic violence are all the challenges that the Royal Government as well as the Ministry of Education, Youth and Sports, public institutions, development partners and communities need to address.

Problems that need to be addressed immediately include:

- Process of transforming contracted teachers to be state teachers is small and slow.
- Collection of drop-out children to enroll in re-entry programme is still difficult.
- Finding locations for building community learning centers is difficult.
- Equivalency programme implementation is not run smoothly.
- NFE structure is not clear yet.

▪ **Priority Strategies**

The main priority of this plan focuses on the target population such as illiterate people, drop-out students, and disadvantaged groups in remote areas, ethnic minority people and people living near borders. The priority strategies of the plan need to increase awareness on functional literacy and continuing education programmes, post literacy programme, re-entry programme, equivalency programme, income-generating programme and quality of life improvement programme.

Due to the very big and complicated scope of the NFE work, regular capacity building for NFE staff is needed. In addition, there is a need for good collaboration from other concerned institutions, local authorities, development partners and community throughout the country.

The national goal is to achieve *Education for All* (EFA) by 2015. The six core EFA goals are:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. 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.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4. 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.
5. 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.

6. 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.

## **1. Vision**

It is widely accepted that a major aspect for country development of the third world is to provide education to younger generation. The rationality behind this factor is simple, its foundation. In the Rectangular Strategy Development Plan, EFA National Plan, Education Sector Support Programme, and Millennium Development Goals, the Kingdom of Cambodia is committed to achieve all these goals in 2015. Among the development, human resource development is considered as a main component of the above-mentioned plan.

In accordance with the human resource development, the Ministry of Education, Youth and Sports in collaboration with international donor communities determines to achieve EFA goals and Cambodian Millennium Development Goals in 2015 by expanding the rights to receive quality basic education relevant to early childhood care and education, primary education, adult literacy and secondary education via both formal and non-formal education as a member of an international community, particularly ASEAN and the United Nations. The Kingdom of Cambodia is included in the regional and global levels due to three main global trends: globalization, democratization and intellectualization. In order to gain benefits and become an important actor in these trends, Cambodia needs to quickly develop new human resources with knowledge, know-how, good moral and how to live together in harmony and new skills that can cope with changes and drive the changes. For example, globalization and intellectualization require capable graduates in communication and bilingualism. In addition, democratization requires people with a sense of accountability in society, thinking critically and aspiration in working for freedom and good governance. Because of its heritage and natural resources, the Kingdom of Cambodia needs to ensure that these heritages are used and acknowledged from its current and next generation.

From 8 to 14 century, the Kingdom of Cambodia was the inception of the Khmer civilization and society with knowledge of the Southeast Asia that was the pride of all Cambodians. Due to Internet system and Khmer Unicode, Cambodia is trying to create a new society full of knowledge through these programs.

## **2. Mission**

1. Encourage functional literacy movement and continuing education by providing general knowledge, vocational skills and information.
2. Arrange programme and prepare functional literacy and continuing education books.
3. Monitor learning process in schools, non-formal classes, organized, semi-organize and part-time classes.
4. Coordinate NFE activities with concerned Ministries, Institutions and NGOs.

### **3. Purpose**

- Develop human resources in order to achieve quality EFA goals.
- Participate in poverty reduction of the people.
- Provide working procedure between the government, NGOs and community in order to develop a plan for work, monitor and evaluate the NFE programmes.
- Provide government status to set NFE structure and policy.

### **4. Functional Literacy Programme**

**4.1. Logical Reasoning:** More than two decades of war left many negative things for the next generations. The most challenging and difficult task for Cambodian society was to develop human resources full with knowledge and vocational skills so that they could support themselves and their family. Opportunity to get education was destroyed almost everything in this period.

Provision of functional literacy with vocational skills training helps to improve people's lives.

#### **4.2. Objectives**

- Learners can read, write, calculate and solve problems in their life.
- Teachers are skillful in teaching, can produce and use teaching materials appropriately via training.

#### **4.3. Strategies**

- Enable illiteracy citizens to enroll in functional literacy programme.

#### **4.4. Activities**

- Clearly record population statistics and illiterates in all 24 provinces to be targeted for literacy class opening.
- Send request for public function for contracted literacy teacher to Public Work Secretariat.
- Provide pre-service technical training courses to central and provincial NFE staff.
- Provide 20-day in-service training to contracted literacy teachers by divided into 2 courses and 10 days each.
- Strengthen cooperation with NGOs and have good relationship with local authorities in developing functional literacy programme.
- Celebrate national and international literacy day on 8 September.
- Improve programme and coursebooks.
- Provide materials to support functional literacy programme.
- Monitor and improve regularly.
- Provide scholarship to literacy students.

#### **4.5. Indicators and Targets**

- Open 2,400 literacy classes and enroll 60,000 students annually.
- Help 2% of illiterate people from illiteracy a year with 60% of female.

#### **4.6. Supporting Budgets**

DNFE programme budgets

### **5. Continuing Education**

#### **5.1. Post Literacy Programme**

##### **5.1.1. Logical Reasoning**

Help prevent illiteracy from new literates, children, youth and citizens to develop a habit of reading by themselves through reading other documents at the library and reading centers in order to increase their knowledge and experiences and ease their daily living.

##### **5.1.2. Objectives**

- Prevent illiteracy and increase knowledge of society, economics, culture, tradition and religious beliefs.
- Help community people to become functional literates in order to improve their living.
- Change a habit of wasting learning time to become tradition of reading and other documents.

##### **5.1.3. Strategies**

- Enable people who finish functional literacy programme and general people to enroll in post literacy programme.

##### **5.1.4. Activities**

- Strengthens and broadens library and reading centers.
- Produce books and documents
- Provide training courses, produce books and other documents.
- Provide training on library management and reading center to librarians.
- Cooperation with NGOs and local authorities in order to support to sustain library and reading centers.
- Advertise knowledge through mobile library (cars, motorbikes, bike cycles, boats, bags...).
- Monitor regularly.

##### **5.1.5. Indicators and Targets**

- Expand 4 libraries and 40 reading centers annually.
- Strengthen existing libraries and reading centers by equipping materials and documents every year.



- Citizens, out-of-school youth, literate people and children read in the centers for about 5% of literate people every year.

#### **5.1.6. Supporting Budgets**

DNFE programme budgets

### **5.2. Re-Entry Programme**

#### **5.2.1. Logical Reasoning**

This programme focuses on collecting dropped out students in the formal school system at all levels to re-enroll by completing 2 months of training, particularly female students who are not capable to study in the formal school system due to helping parents because they are poor. Number of drop-out students from grades 3 to 6 in general schools is currently 112,468, including:

Drop-out students in grade 3, academic year 2007-08 are 38,308.

Drop-out students in grade 4, academic year 2007-08 are 38,891.

Drop-out students in grade 5, academic year 2007-08 are 18,814.

Drop-out students in grade 6, academic year 2007-08 are 16,455.

#### **5.2.2. Objectives**

- Train students who dropped out of the formal school to re-entry, particularly female students.
- To help achieve the EFA goals.

#### **5.2.3. Strategies**

- Enable students who dropped out less than 3 years to re-enroll in the formal schools.

#### **5.2.4. Activities**

- Improve documents.
- Create committee for collecting drop-out students in each academic year
- Record statistics of students dropped out below 3 years from grades 3 to 6 by cooperating with other concerned units by stating address clearly.
- Train trainers for re-entry programme.
- Select teachers by cluster or primary school who have drop-out students to be the trainers in training classes.
- Conduct training courses, re-entry programme to trainers in training classes.
- Prepare to have a class for drop-out students by levels (single class, multi-grade class) for two months (August and September) located in the formal schools.
- Provide learning materials for students during the training.
- Prepare regulation for transferring students to study in the formal schools.
- Monitor the transferred students' learning and encourage them.

#### **5.2.5. Indicators and Targets**

- Increase re-entry for drop-out students at primary school from grades 3-6 for 45,000 students annually, including 60% of female students from 2008-2015.
- Increase re-entry for drop-out students at lower secondary school from grades 7-9 for 5,000 students annually, including 60% of female students from 2008-2015.

#### **5.2.6. Supporting Budgets**

DNFE programme budgets

### **5.3. Equivalency Programme**

#### **+ Primary Education Equivalency Programme**

##### **5.3.1. Logical Reasoning**

Nowadays, children and youth ages 6-17 are 814,632 do not enroll in school and are out-of-school (EMIS 2008). Therefore, equivalency programme responds to the educational needs of the above-mentioned target groups. It is a fulltime and flexible programme for primary education in urgent needs.

##### **5.3.2. Objectives**

- Provide new opportunities to children and youth, who are learning in the formal schools to enroll, continue and successfully complete equivalency programme of NFE.
- Issue equivalency certificate to those who passed primary education level.
- Develop human resources in order to help achieve quality EFA goals.

##### **5.3.3. Strategies**

- Enable out-of-school children and youth and students who dropped out from formal schools at all grades in primary school to enroll.

##### **5.3.4. Activities**

- Advertise NFE equivalency programme policy as widely as possible.
- Appeal for involvement from community, guardians, and charitable people and development partners to support this programme.
- Prepare regulations for programme processing.
- Open equivalency programme at primary level both administrative and other development partners.
- Select teachers from primary school to teach in this programme.
- Conduct the training for teachers in this programme.
- Prepare regulations and transfer students to study in the formal school if the person wants to move to the formal school.
- Monitor students' learning.

### **5.3.5. Indicators and Targets**

- Classes and students in equivalency programme have increased.
- 8,000 Students registered to learn in this programme every year from 2008-2015.

### **5.3.6. Supporting Budgets**

Supporting budget for primary and secondary education equivalency programmes is from the Ministry of Education, Youth and Sports Programme Budgets.

## **+ Secondary Education Equivalency Programme**

### **6.4.1. Logical Reasoning**

Currently, government officials, armed force, factory workers, enterprises, employees, out-of-school youth, teachers and citizens, among these targets, have not finished secondary education yet. Youth transferred from lower secondary to upper secondary is only 67.4% (2004-2005) and 19.2% for remote areas (National Report on EFA Mid-Decade Evaluation 2005). Equivalency programme responds to the learners' needs of the above-mentioned target groups so that they can complete basic education and enable them to continue further education. It is a part-time and flexible programme for secondary education in urgent needs.

### **6.4.2. Objectives**

- Provide new opportunities for youth, government officials, armed force, workers, employees and all citizens who are not in the formal schools to enroll, continue and successfully complete equivalency programme of NFE at all education levels.
- Issue NFE certificate and equivalency degree to those who passed each education level.
- Develop human resources in order to help achieve quality EFA goals.

### **6.4.3. Strategies**

- Enable out-of-school youth and dropped out students at all education levels to enroll.
- Enable people, government officials, workers, employees and armed force who have lower secondary education equivalency certificate to pursue their education at upper secondary and further to higher education.

### **6.4.4. Activities**

- Advertise NFE equivalency programme policy.
- Advertise about the benefits of learning in NFE equivalency programme.
- Push all the targets such as workers, employees in enterprises, citizens, out-of-school youth, government officials, armed force to finish basic level.

- Appeal for involvement from community, guardians, and charitable people and development partners to support this programme.
- Prepare regulations for programme processing (train the trainers and locate place for learning).
- Equivalency exam is conducted together with formal school exam, but the subjects and examination centers are separated from each other.

#### **6.4.5. Indicators and Targets**

- There are 8,000 students in this programme annually from 2008-2015.
- Equivalency classes and students are increasing.
- 8,000 of government officials, armed force, factory workers, employees, out-of-school youth and people registered every year.

#### **6.4.6. Supporting Budgets**

- Supporting budget for secondary equivalency programme is learners' burden.

### **6. Community Learning Center (CLC)**

#### **6.1. Logical Reasoning**

CLC is a place for providing education and other information related to community development in order to response to the needs of its people and out-of-school youth. Most people use traditional farming and have much free time and lack of vocational skills. Therefore, CLC is very important and meet the needs of the whole community so that they can improve their knowledge and career for their daily living. Currently, there are 95 CLCs (government and NGOs) in order to response to the needs of local people and at least one CLC in one commune.

#### **6.2. Objectives**

- Provide easy knowledge and skills for community people.
- Provide information and experience.
- Reduce poverty.
- Provide understanding of human rights, democracy, gender equality, farming, health and hygiene. It is people's responsibilities to extract benefits from local existing resources to make materials to increase their income.

#### **6.3. Strategies**

Strengthen and broaden CLCs to all communes.

#### **6.4. Activities**

- Advertise to all local community people to understand clearly about CLCs.
- Select appropriate locations for building CLCs.
- Strengthen and broaden CLCs based on actual needs.
- Create CLC supporting committee and executive committee.

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- Specify vocational needs in accordance with the community and market needs.
- Conduct training on capacity building for authoritative institutions and relevant people who open CLCs.
- Provide fund or loan to learners who have completed their study.
- Regularly monitor and improve it.
- Conduct study tour to exchange experience national and internally.

### **6.5. Indicators and Targets**

- Create one CLC in one commune until 2015.
- Strengthen existing CLCs for further quality development.
- Provide vocational skills from 5,000 to 10,000 learners from 2008-2015.

### **6.6. Supporting Budgets**

DNFE programme budgets

## **7. Income Generating Programme**

### **7.1. Logical Reasoning**

Functional literacy provides skills to people toward income generation and small enterprise skills. These skills are essentially important for poverty reduction.

### **7.2. Objectives**

By the year 2015, unemployed youth and adults age 15-45 from the most impoverish community, particularly women to have equal opportunity in short training course for income generation and response to the market needs.

### **7.3. Strategies**

Enable all citizens, particularly those who have completed functional literacy class and those who have completed grade 4 from formal school to enroll in income generating programme.

### **7.4. Activities**

- Widely disseminate to target groups such as new literates, out-of-school youth, drop-out students and citizens.
- Select specialized teachers to fit the community and market needs.
- Open income generating programme in CLCs.
- Regularly monitor and improve.

### **7.5. Indicators and Targets**

- Net enrollment in income generation activities has increase, especially women.
- Number of graduates in income generating programme has increase, particularly women.

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- 8,000 people, particularly youth and adults will acquire skills and easy jobs from income generating programme every year.

### **7.6. Supporting Budgets**

DNFE programme budgets

## **8. Quality of Life Improvement Programme**

### **8.1. Logical Reasoning**

- Currently, citizens, children, youth, particularly illiterates, literates living in poverty have their own rights to receive quality of life improvement programme.

### **8.2. Objectives**

Provide knowledge to people about vision and quality of life improvement for them to live comfortably (health, hygiene, environment, economy and farming).

### **8.3. Strategies**

Enable all citizens, especially poor people to be aware of their bad habit and accept new visions (quality of life improvement programme).

### **8.4. Activities**

- Produce document and materials of quality of life improvement programme.
- Conduct training courses for NFE staff at all levels.
- Continue to conduct training locally as feasible.
- Broadcast via media (radio, television, leaflet, booklet and poster).
- Monitor.

### **8.5. Indicators and Targets**

- Train 2,400 learners each year from 2010-2015.
- About 10 per cent of people per year received information and change their habit by accepting virtue, morale and new vision.

### **8.6. Supporting Budgets**

DNFE programme budgets

## **9. Capacity Development Programme**

### **9.1. Logical Reasoning**

For the smoothness of NFE work, we need to build capacity of NFE education officers at provincial and district levels, authorities, commune council and local NFE-related NGOs every year because NFE officers are required to have enough knowledge and know-how to receive new vision as basis for development of community.

## **9.2. Objectives**

- Increase capacity of NFE staff at all levels, authority, commune council and local NFE-related NGOs to achieve NFE work with quality and efficiency.

## **9.3. Strategies**

- Enable NFE staff at all levels, authority, commune council and local NFE-related NGOs to involve in this programme.

## **9.4. Activities**

- Conduct capacity training at central and provincial levels every year.
- Conduct training on NFE management information collection methods at central and provincial levels every year.
- Disseminate good experiences and concepts to NFE staff at all levels and commune council every year.
- Regularly monitor and improve.

## **9.5. Indicators and Targets**

- Capacity building for 75 NFE officials at provincial level once a year from 2008-2015.
- Capacity building for 1,695 NFE officials at commune and district levels every year.
- About 90 per cent of them will become the coordinators for NFE work.

## **9.6. Supporting Budgets**

DNFE programme budgets

# **10. Non-Formal Education Information Management**

## **10.1. Logical Reasoning**

In order to have an effective NFE-MIS, institutions or NGOs working in this sector work cooperatively together and jointly monitor results from the implementation comparing to the National Education Plan and Education Strategic Plan 2008-2015. In addition, NFE agencies need to be capable of collecting and disseminating the information for final conclusion every year.

## **10.2. Objectives**

Ensure that government agencies, NGOs and other International Organizations work together to manage and disseminate information on the implementation of NFE information system so that it can achieve education goals in a timely manner.

## **10.3. Strategies**

- Enable NFE-MIS staff are capable of receiving, distributing and manage NFE information.

#### **10.4. Activities**

- Prepare questionnaire
- Train officers who manage NFE information
- Trail
- Examine and correct
- Advertise and implement throughout the country
- Analyze and summarize for publication
- Workshop for final results advertisement

#### **10.5. Indicators and Targets**

- Number of illiterates by locations, age groups and sex.
- Number of classes, students, teachers and results of literacy work (of the Ministry, Institutions and other NGOs) by locations and sex.
- Number of types of agents/institutions who provide NFE work by locations.
- Number of classes, students, teachers and results of re-entry programme by locations and sex.
- Number of classes, students, teachers and results of equivalency programme and by locations and sex.
- Number of participants and activities of mobile schools by locations and sex.
- Number of CLCs, skills, students, teachers and results of CLC work by location and sex.
- Number of CLCs and reading centers by locations.

#### **10.6. Supporting Budgets**

DNFE programme budgets

### **11. Management and Monitoring**

#### **11.1. Logical Reasoning**

All the implementation work of NFE is used as a basis by a monitoring system in research for positive impacts for all the implementation work and discovering its strengths, challenges, imbalance and shortages in order to take measure and improve it in a timely manner and ensuring the success and sustainability of the work.

#### **11.2. Objectives**

- Government staffs monitor clearly of what are monitored.
- Develop questionnaire based on time, locations and targets to be monitored.
- Provide keys or good strategies for monitoring and can evaluate and provide feedback in time.

#### **11.3. Strategies and Activities**

- Conduct training on monitoring for government officials at central, provincial and district levels.



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- Prepare commune map and divide monitoring groups to monitor at central, provincial and district levels.
- Coordinate with local authorities, Provincial Office of Education in programme implementation.

### **11.4. Indicators and Targets**

- Conduct training for NFE staff and strategies for monitoring central and provincial levels.
- Arrange schedule for programme monitoring every year in order:
  - o Central level
  - o Provincial level
  - o District level

### **11.5. Budgets**

DNFE programme budgets

# APPENDICS

**Matrix 1: Functional Literacy Programme**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Record people and illiterate statistics		✓	✓	✓	✓	✓	✓	Clearly aware of number of people and illiterates	PB-State
2	Select contracted teachers	✓	✓	✓	✓	✓	✓	✓	1,760 teachers per year	State
3	Training	✓	✓	✓	✓	✓	✓	✓	1,200 trainees per year	PB
4	Technical training literacy programme (local)	✓	✓	✓	✓	✓	✓	✓	300 trainees per year	PB
5	Divide and deliver supporting material literacy programme	✓	✓	✓	✓	✓	✓	✓	1,700 active literacy classes per year	PB
6	Improve programme and books		✓				✓		Have appropriate programme and books	PB
7	Strengthen and broaden cooperation with NGOs and land authorities	✓	✓	✓	✓	✓	✓	✓	Effective and smooth cooperation with NGO, IO	PB-NGO
8	Celebrate national literacy day 8 September	✓	✓	✓	✓	✓	✓	✓	People understand the importance of literacy	PB-UNESCO
9	Monitor literacy work	✓	✓	✓	✓	✓	✓	✓	Effective and quality work	PB
10	Provide scholarship to literacy students			✓	✓	✓	✓	✓	Increasing in enrollment	PB

**Matrix 2: Post Literacy Programme**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Continuously strengthen and broaden reading libraries	✓	✓	✓	✓	✓	✓	✓	- Expand 4 libraries and 40 reading centers per year - Strengthen reading library progress every year	PB
2	Capacity training courses on producing books and documents	✓	✓	✓	✓	✓	✓	✓	100 NFE staffs are trained annually.	PB
3	Provide training courses on library and reading center management to librarians	✓	✓	✓	✓	✓	✓	✓	50 librarians are trained annually.	PB
4	Advertise post literacy documents through mobile libraries	✓	✓	✓	✓	✓	✓	✓	People, out-of-school youth, literates and children are 50% increasing among all literates.	PB
5	Produce other documents (booklets, leaflets)	✓	✓	✓	✓	✓	✓	✓	3 types of booklets/leaflets are produced every year.	PB
6	Regular monitoring	✓	✓	✓	✓	✓	✓	✓	Library and reading center progress is effective and qualified.	PB
7	Cooperate with NGOs and local authorities to support reading libraries	✓	✓	✓	✓	✓	✓	✓	Cooperation is made to sustain reading centers.	PB

**Matrix 3: Re-Entry Programme**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Improve documents				✓		✓		Documents responds to learners	PB
2	Plan	✓	✓	✓	✓	✓	✓	✓	Collected as plan	PB
3	Record statistics.....	✓	✓	✓	✓	✓	✓	✓	Clear record of statistics	PB
4	Train the trainers.....	✓	✓	✓	✓	✓	✓	✓	125 trainers are trained.	PB
5	Select teachers by clusters.....	✓	✓	✓	✓	✓	✓	✓	250 teachers	PB
6	Train teachers.....	✓	✓	✓	✓	✓	✓	✓	4,500 teachers are trained.	PB
7	Preparation for training classes for students...	✓	✓	✓	✓	✓	✓	✓	2,500 classes are opened.	PB
8	Provide scholarship.....	✓	✓	✓	✓	✓	✓	✓	45,000 students received scholarship.	PB
9	Prepare regulation to be sent.....	✓	✓	✓	✓	✓	✓	✓	95% of students are transferred to formal schools.	PB
10	Monitoring.....	✓	✓	✓	✓	✓	✓	✓	Students continue to study.	PB

**Matrix 4: Primary Education Equivalency Programme**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
<b>A. Primary Education Equivalency Programme</b>										
1	Disseminate primary education equivalency policy		✓	✓	✓				200 NFE staff are aware of it every year.	PB
2	Prepare regulation for programme progress...	✓	✓	✓	✓	✓	✓	✓	All the 24 provinces received orientation.	PB
3	Open schools for primary education equivalency training	✓	✓	✓	✓	✓	✓	✓	8,000 students enrolled per year	PB
4	Select teachers for the training	✓	✓	✓	✓	✓	✓	✓	320 teachers received training once a year.	PB
5	Prepare to conduct training for teachers	✓	✓	✓	✓	✓	✓	✓	320 teachers are trained annually.	PB
6	Prepare regulation to send students to formal schools if they want to.	✓	✓	✓	✓	✓	✓	✓	Appropriate with the learners' needs	PB
7	Monitor students' learning	✓	✓	✓	✓	✓	✓	✓	School is sustainable.	PB

**Matrix 5: Secondary Education Equivalency Programme**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
<b>A. Secondary Education Equivalency Programme</b>										
1	Disseminate secondary education equivalency policy		✓	✓	✓				200 Government staffs, workers and employees	PB
2	Benefits of study	✓	✓	✓	✓	✓	✓	✓	50% of general public of all targets are aware of it every year.	PB
3	Push all the targets	✓	✓	✓	✓	✓	✓	✓	8,000 of all targets enrolled per year.	PB
4	Prepare regulation... programme progress...	✓	✓	✓	✓	✓	✓	✓	All concerned individuals agree to implement.	PB
5	Equivalency degree examination	✓	✓	✓	✓	✓	✓	✓	About 90% of students pass.	PB

**Matrix 6: Community Learning Center**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Advertise to all local community people to understand clearly about CLCs	✓	✓	✓	✓	✓	✓	✓	People clearly understand CLCs.	PB
2	Select appropriate locations for building CLCs	✓	✓	✓	✓	✓	✓	✓	CLC locations meet the needs.	PB
3	Strengthen and broaden CLCs based on actual needs	✓	✓	✓	✓	✓	✓	✓	CLC is increasing, one in each commune.	PB
4	Create CLC supporting committee and executive committee	✓	✓	✓	✓	✓	✓	✓	Committees are progressing and are supported.	PB
5	Specify job skills training in accordance with community and market needs	✓	✓	✓	✓	✓	✓	✓	There are three skills in one CLC.	PB
6	Conduct training courses for relevant institutions, authorities and people who involve in opening of CLCs	✓	✓	✓	✓	✓	✓	✓	30 people are trained in one CLC three days.	PB
7	Provide capital or loan to learners who completed their study	✓	✓	✓	✓	✓	✓	✓	4 million of loans and budgets for materials procurement.	PB
8	Regular monitoring and improvement	✓	✓	✓	✓	✓	✓	✓	Improve its weaknesses and raise targets	PB
9	Study tour to exchange national and international experiences	✓	✓	✓	✓	✓	✓	✓	One a year with countries in the region.	PB



**Matrix 7: Income Generating Programme**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Widely advertise to all target groups who are new literates, out-of-school youth, drop out students and citizens	✓	✓	✓	✓	✓	✓	✓	People are aware of the benefits of earning income.	PB
2	Select specialized teachers based on community and market needs	✓	✓	✓	✓	✓	✓	✓	Number of teachers meets the demand.	PB
3	Open income generation classes at CLCs	✓	✓	✓	✓	✓	✓	✓	Students are qualified and able to earn income.	PB
4	Regular monitoring and improvement	✓	✓	✓	✓	✓	✓	✓	Improve jobs based on market needs	PB

**Matrix 8: Quality of Life Improvement Programme**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Produce documents and materials for quality of life improvement programme				✓	✓	✓	✓	Find strengths and weaknesses and change them so that participants can change their bad habit and behavior.	PB+UNESCO
2	Conduct training courses to NFE staffs at provincial levels				✓	✓	✓	✓	1,408 trainees and trainers become coordinators.	PB+UNESCO
3	Continuously conduct training courses local...				✓	✓	✓	✓	2,400 people and learners received training.	PB
4	Broadcast via radio, television, leaflets and mobile vehicles on quality of life improvement				✓	✓	✓	✓	20% of learners get knowledge information every year.	PB
5	Programme monitoring				✓	✓	✓	✓	Find strengths and weaknesses of the programme and change them so that participants can change their bad habit and behavior.	PB

**Matrix 9: Capacity Development Programme**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Conduct the training courses at central and provincial levels	✓	✓	✓	✓	✓	✓	✓	90% of coordination staffs will be able to lead NFE work every year.	PB
2	Improve document and capacity	✓	✓	✓	✓	✓	✓	✓	Documents are timely revised.	PB
3	Disseminate experiences and good concepts to NFE staffs at all levels as well as commune council	✓	✓	✓	✓	✓	✓	✓	Programme implementation is creative and successful.	PB

**Matrix 10: Plan and Information Management**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Develop questionnaire	✓	✓	✓	✓	✓	✓	✓	Have appropriate questionnaire to be used throughout the country	PB
2	Train NFE-MIS staffs	✓	✓	✓	✓	✓	✓	✓	Capable NFE-MIS staffs	PB
3	Trial		✓	✓					Be the sample at 2 provinces	PB
4	Examine and improve				✓	✓	✓		Have a clearer and more concrete questionnaire	PB
5	Advertise and implement throughout the country	✓	✓	✓	✓	✓	✓	✓	Be able to use the questionnaire	PB
6	Analyze, conclude the results and publish	✓	✓	✓	✓	✓	✓	✓	Clear documents/data	PB
7	Workshop to disseminate the final results				✓		✓		Usable data	PB

**Matrix 11: Management and Monitoring**

No.	Activities	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Results	Budgets
1	Training courses on management and monitoring	✓	✓	✓	✓	✓	✓	✓	Staffs at all levels have capacities to monitor.	PB
2	Prepare NFE study map and divisions	✓	✓	✓	✓	✓	✓	✓	Clear set locations	PB
3	Coordinate with local authorities, District Office of Education, relevant institutions and other NGOs to monitor and implement the programme	✓	✓	✓	✓	✓	✓	✓	Smooth monitoring	PB
4	Monitor and improve	✓	✓	✓	✓	✓	✓	✓	Discover strengths, weaknesses, challenges and solutions	PB