CLCs as Channels of Quality Lifelong Learning

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What is VN’s most important resource?

1. Adding value to this resource

2. Literacy rate or literacy levels?

3. Encouraging signs: UPE, high participation at lower 2ndary, increasing participation in HE....

Need to address “limitations in terms of learning quality and outcomes”. Access for success.
Down to community level (CLC)  
But with the bigger picture in mind

1. Changing structure of the economy
2. Aging society
3. Equity: Rapid economic growth does not always translate to rapid decline of poverty…e.g VN and Mozambique (WB study): similar growth but not similar reduction in poverty

1% increase in national GDP lowered poverty head count by:

0.4% in Mozambique
1.7% in VN
FACTORS THAT DRIVE LLL

• Will help reduce inequalities, exclusion
• LLL is a survival issue: to deal with rapid change, new situations in personal, social & working lives.
• Sense of optimism: skills can be learnt at any age; LLL allows access to learning when needed NOT because of reaching a certain AGE.
• A foundation for an emerging learning/knowledge society: growing recognition that learning and investment in human capital leads to economic growth and development of social capital including greater civic participation …
• Learning = not only means to gain skills but a process of developing a complete person through discovering the potentials for and revealing the treasure within each of us. This emphasized ‘Learning to Be” going beyond instrumental view of education such as “learning to know”, ‘to do’, and ‘to live together’.
Continuing Education (CE)

Graded CE
(formal education leading to qualification)

Programmes:
- Literacy, general education and vocational education, equivalency programmes from Primary School to Upper Secondary School, In-service training courses at higher education level.

Providers:
- Continuing Education Centres (CECs)
- Vocational schools, colleges (MOLISA)
- Branches of colleges & universities
- Open universities

Non-graded CE
(non-formal education not leading to qualification)

Programmes:
- Literacy, ICT, foreign language courses, vocational training, life skills, short professional training courses

Providers:
- Community learning centres (CLCs)
- Foreign language & informatics centres
- Vocational centres, schools, colleges
- Museums, libraries, cultural centres
- Private companies, etc.
Challenges in NF Learning in the AP Region

• NF Learning is not accorded sufficient priority – poor funding, poorer quality of trainers --- >poor service quality
• Assessment and evaluation often difficult: vast range of courses of different durations delivered in diverse places of learning by trainers of varying qualifications to very diverse groups of learners
• Development of linkages between formal and NF Learning: issues of accreditation, equivalency…
## Learners in Continuing Education Programmes in VN

(Source: MOET Annual Statistics from Vietnam’s Report to Confintea 6, 2009)

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<tbody>
<tr>
<td>Lit &amp; Post-Lit</td>
<td>155,514</td>
<td>110,833</td>
<td>150,000</td>
<td>201,000</td>
<td>47,909</td>
<td>400,649</td>
<td>91,716</td>
<td>119,710</td>
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<td>Primary EPs</td>
<td>47,909</td>
<td>45,350</td>
<td>50,000</td>
<td>39,000</td>
<td>69,549</td>
<td>35,577</td>
<td>39,856</td>
<td>51,770</td>
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<td>Lower Secondary EPs</td>
<td>74,195</td>
<td>79,137</td>
<td>86,399</td>
<td>110,990</td>
<td>151,667</td>
<td>183,514</td>
<td>209,170</td>
<td>143,163</td>
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<td>Learners at CLCs</td>
<td>11,206</td>
<td>150,000</td>
<td>200,000</td>
<td>250,000</td>
<td>416,667</td>
<td>2,333,656</td>
<td>6,297,194</td>
<td>10,217,048</td>
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<td>Learners of Foreign Languages and ICT skills</td>
<td>117,125</td>
<td>220,117</td>
<td>250,000</td>
<td>442,000</td>
<td>303,094</td>
<td>550,000</td>
<td>807,225</td>
<td>1,132,340</td>
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<td>Distance education</td>
<td>7,020</td>
<td>35,000</td>
<td>50,000</td>
<td>90,000</td>
<td>100,000</td>
<td>76,602</td>
<td>127,768</td>
<td>206,527</td>
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Promoting Learning through CLCs

UNESCO APPEAL’s Regional CLC Project
CLC Project: Countries supported by the APPEAL CLC project

Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Lao PDR, Malaysia, Myanmar, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Uzbekistan, Vietnam, Kazakhstan, Kyrgyzstan, Samoa, Sri Lanka.
What is a CLC?

A community-based mechanism:

- providing literacy and continuing education for all ages – a learning community
- promoting social and economic development, poverty alleviation, and community empowerment
- supporting lifelong learning opportunities for improving the quality of life
Functions of a CLC

Context-specific and multi-purpose, to provide:

• Education and training
• Community information and library services
• Community activities
• Inter/intra community linkages, coordination, and networking
CLCs – an Integrated Approach to Community Development

Provides education and training in:

- Skills development and income generation
- Environmental education and sustainable development
- Health promotion (reproductive health and HIV/AIDS prevention) and early childhood care and development
- Gender equality, conflict resolution, human rights, and democratic values
- Cultural and natural heritage preservation
- Indigenous knowledge and technology …
General Characteristics of NF Learning in CLCs

- Flexibility in organization and methods
- Diversity in terms of programmes, providers (different sectors, NGOs...) , learners, content
- Participatory: often learners control process and format: modified to meet local situations while retaining key elements
- Effective mode to reach disadvantaged groups most in need of improvement in their life situations
- A focus on clearly defined purpose
- While learners in the formal system often study to prepare for exams for continuing to higher level of education NF learners usually learn to acquire practical knowledge and skills for immediate application to improve their life situations
Regional Project on CLCs - Objectives

- Promote the creation of a grassroots-based network of community learning centres
- Generate community based-and context-specific literacy and continuing education programmes
- Disseminate successful experiences and innovative strategies of community learning centres and adapt them to local contexts
Assistance from UNESCO: Asia-Pacific Programme of Education for All (APPEAL)

- Seed money for the initial pilot CLC set-up and operation
- Technical support for capacity building in management and training
- National and regional resource mobilisation
- Inter-country collaboration and experience exchange
- Technical support for sustainability and expansion
Findings

CLC Focus: Broad Trends

• Focus on basic literacy, post literacy and some vocational training (e.g., Bhutan, Bangladesh, Pakistan)

• Focus on income generation and employment-related entrepreneurship activities (e.g., China, Malaysia, Thailand)

• Focus on reskilling people to adjust to changed economic conditions and communication patterns (e.g., Uzbekistan)
Lessons Learned: From CLCs to LLL

- Pay careful attention to the selection of communities (establish sound criteria)
- Perform a careful assessment of needs and the dynamics of selected communities (for sustainability)
- Assist in training – to strengthen the management and operations of LLL programmes
- Link education with other income-generating and community development activities (health, agriculture, cultural heritage preservation, etc.)
Lessons Learned: From CLCs to LLL

- Involve all citizens in the communities
- Integrate environmental issues and other relevant issues specific to the community
- Provide sufficient reading and learning materials (library)
- Compile a systematic community database (e.g., of local expertise and resources, demographic and economic information, location of services, etc.)
Providing mobile library service at the CLC

Mobile library visits CLC
Learning to read at CLC literacy class
Literacy using ICT
Non-formal primary education at CLC
Non-formal primary education at CLC
Child care
Traditional music at CLC
Young Afghan girls learn embroidery at a rural CEO.
Making cultural artifacts at the CLC
Learning Income Generation Skills at a CLC in Afghanistan
April 2004
Recreation and fitness training at the CLC
CLC Project: What Lessons for Viet Nam?

1. Pay careful attention to the selection of communities (establish sound criteria)
2. Perform a careful assessment of learning needs and the dynamics of selected communities (for sustainability)
3. Support for continued training – to strengthen the management and operations of LLL programmes
4. Link education with income-generating and community development activities (awareness on preventive health, nutrition, drug abuse, knowledge on use of better methods for agriculture: crops, fertilizer use, use of ICT tools..., cultural heritage preservation, civic rights, gender equality, etc.)
What Lessons for Viet Nam?

• At community level: CLCs provided a multi-purpose venue for individual and community development
  – Confidence built and awareness increased
  – Empowerment of disadvantaged e.g. women
  – Quality of life improvement e.g. increase of income
  – Need for more involvement of women in decision making
  – Unity among people and coordination among sectors improved
  – Need to make CLCs a more successful interface between diverse public and private sectors and the development needs of the local community
Lessons Learnt from the Regional CLC Project

- Community Ownership
- Political support
- Resource Mobilization
- Monitoring Evaluation
- Capacity Building
- Linkages & Networks
Learning is the Key...

• “To Know and to be, ONE MUST LEARN
• To acquire a profession and secure a job, ONE MUST LEARN
• To make oneself and others happy, ONE MUST LEARN
• To contribute to the development of the country and of mankind, ONE MUST LEARN”

(From Opening Speech of H.E Deputy P.M, 6 Dec 2010)