

参考資料

アジア諸国のCLCに関するアンケート

Questionnaire on CLCs in Asia

Asia-Pacific Cultural Centre for UNESCO (ACCU)

**International Symposium on Kominkan and CLC Cooperation in Asia
(Tokyo, 12-14 December 2010)**

**Questionnaire
Community Learning Centres and Kominkan (CLC of Japan)**

I. Outline of the CLC in your country

1. Name and numbers

- (1) Local name of the CLC in local language (script)
- (2) Local name of the CLC in alphabet (romanised characters)
- (3) Literal translation into English
- (4) English terms of the CLC in your country
- (5) How many CLC in your country at the moment?
- (6) Users of CLC
Who are the users/learners of CLC? How many of them?

2. Related legislature

- (1) Specific legislature relating to CLC in your country
- (2) Brief explanation on how the legislature relate to the CLC

3. Establishment and development of CLC in your country

- (1) How did CLC started in your country (when, for whom, by whom, the need for establishment of CLC)?
- (2) How did they develop?
- (3) What is the current situation? (Achievement, challenges, adapting to the new trend in society, etc.)

4. Management structure

How are CLC managed (including management structure, e.g. steering committee/CLC management committee, budget, facilities, etc.)

5. Staff members of CLC

Who are in charge of CLC? Their employment status, etc.

6. Programming of the CLC

How the programme is set up, implemented, organized, monitored and evaluated?

II. Cooperation between Kominkan and CLC

What do you expect from and want to share with Japan's Kominkan in terms of promoting relationships and exchanges?

Cambodia

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I .Outline of the CLC in your country

1. Name and numbers

- (1) mCÆmNÐlsikSashKmn_
- (2) Machakhmondol Seksa Sahakum
- (3) Community Learning Centre
- (4) CLC or Community Learning Centre
- (5) According to the recent statistics, there are 242 CLCs in Cambodia in 2010 (as of September). 215 CLCs are operated and supported with the government's budgets and 27 are supported by various agencies including NGOs.
- (6) Most of the CLC users/learners are out-of-school youth and adults, poor people in communities. Total number of learners/participants in CLC is 8001 in 2010. 6757 learners (3704 females), were supported by the government, and 1244 (656 females) by NGOs.

2. Related legislature

- (1) Policy on Non-Formal Education (13 August, 2002)
- (2) The Policy on NFE states that:

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

The Ministry of Cult and Religion shall co-operate with the two sects of Buddhist leaders, lay monks, nuns and priests to urge them to be involved in educating people through preaching or campaigns at the pagodas, or during religious festival times about the usefulness of knowledge and help them to organise libraries, reading rooms, classrooms and CLCs in each pagoda and participate in teaching or training according to their availability and capacity.

The MoEYS shall provide opportunities for communities to participate in establishing literacy classes, post-literacy classes, complementary classes, vocational skill training classes, CLCs, reading rooms and libraries etc.

3. Establishment and development of CLC in your country

- (1) In 1994, the CLC project was first started in Cambodia with assistance from UNESCO and

NFUAJ in Siem Reap, Battambang, Kandal province. Then, DNFE initiated, in 1999, a pilot project with the support from APPEAL, UNESCO Bangkok through UNESCO office in Phnom Penh in three provinces: Takeo, Kampong Speu and Kampongthom. In principle, CLCs were set up as a mechanism to provide literacy skills, lifelong learning and continuing education for all people in the community. CLCs functions as a venue for education and community development owned and managed by community people. Poverty and illiteracy remain to be issues in remote and rural areas in Cambodia. Thus, the Royal Government of Cambodia (RGC) emphasizes poverty reduction and human development as the priority of the National Policy. Education and training at the community level are one of the main instruments for social and economic development. The RGC has also concentrated on education development with the initiative to attain EFA goals by 2015, especially for those who have no access and opportunity in participating in formal education. To this end, CLCs are regarded as the most effective learning venues needed to be established for combining structured activities and opportunities for non-formal and informal learning at the community level.

(2) While UNESCO supported three CLCs in the above three provinces in 1999, DNFE also set up a number of CLCs on its own in some other provinces. Later, the UNESCO-supported CLCs were also handed over to Provincial Office of NFE. Since then, DNFE started the CLCs' activities on its own with cooperation of Provincial Office of Education (POE) and District office of Education (DOE) of each province.

(3) CLCs were expanded and strengthened year by year. So far, there are 242 CLCs serving approximately 8000 learners in 2010. CLCs provided learners with income generating skills such as haircutting, hairdressing, motorbike repairing, Khmer traditional music, cosmetician arts, etc. After completing the courses, learners can use their acquired skills to increase their incomes. Some literacy classes were opened in CLCs. In spite of the achievement, there are still some challenges. Finding location with old building for repairing the CLCs remains difficult. Also, community participation in CLCs activities is limited and not fully active. Insufficient budget to expand skill training programmes to needy population is still an issue. Training programme sometimes do not match the real needs of learners or trainees as well as the job market demands and the products and service could not sell well or make good profits because locally available human resources and materials have yet to be utilized which limits market demands. Cooperation and coordination among different department, ministries and various agencies needs to be improved to ensure better coherence and synergy among skills training programme in order to meet labour market needs. Lack of systematic and comprehensive data collection mechanism remains as constraint. There are many tools that have yet to be established to provide accurate and updated information on skill training. Another issue is the limited capacity of NFE personnel in charge of CLCs in terms of management, planning, implementation coordination, monitoring and evaluation

4. Management structure

At the commune level, the management committee for each CLC is responsible for operating all activities of the centre as the local mechanism for effective individual and community development. This committee consists of honorary chairperson (the abbot of Buddhist temple, monks, respected

people), executive chair person, vice executive chairperson, and executive member. DNFE, POE and DOE also serve as National, Provincial and District Coordination Committees to oversee and coordinate all the management and implementation.

In principle, budgets for implementing, expanding and strengthening CLC activities were provided by the government, using Programme Budgeting (PB) which covers some work such as repairing, furnishing and training activities. Communities also provide old existing buildings and land for establishing the CLCs

5. Staff members of CLC

Executive chairpersons are in charge of the overall CLC activities with the assistance of vice chief executive chairpersons and executive members. They are selected from the local people such as from elderly people in the community, NFE commune staff, commune chief or vice chief, monks, school principal or vice principal. Skill trainers or teachers, selected from the community, were hired to teach at the CLCs.

6. Programming of the CLC

Before the actual training activities start, the POE in cooperation with DOE find the location for the CLCs, then need assessment is conducted to see what kind of skills to be provided in the training programme and what learners want to learn. After completion of repairing and furnishing CLCs, the orientation training workshop is organized for three days to raise awareness of participants on the concept of CLCs, role and duties of CLCs, community participation in the CLCs, ownership and management of CLCs, planning of CLC activities, importance and advantage of CLCs for the community. The elderly and respected people in the community, monks, commune council, commune chief, village chief, literacy teachers are invited as participants. After the end of the workshop CLC committees are formed. The committees start to disseminate information concerning the training courses to all interested community people who want to learn and to attend the training in CLCs. Skills to be trained depend on learner's needs of derived from the results of need assessment. Skill trainers, employed to teach in CLCs, were hired using PB budget. Duration of the training varies according to each skill, from three to six months. After the completion of the training, each CLC conduct the test to evaluate and see the capacity of their learners or trainees on their own.

Monitoring and evaluation of the training activities are also carried out by different level from central to district level. DNFE, POE and DOE conduct monitoring and evaluation 2-4 time per year. At the community level, monthly meetings are organized. Monitoring and evaluation is conducted regularly to evaluate the effectiveness of the programs, plan of activities, and lesson plan for the terms, etc. The monitoring team comprised officers from DNFE, provincial and district levels. Objectives of the monitoring are set in discussion among CLC managers, trainers, learners, and parents or community members who were also involved in the monitoring. The CLC committee also conduct internal monitoring through their monthly meeting.

II. Cooperation between Kominkan and CLC

CLCs in Cambodia are places for providing literacy skills and vocational skill training for community people. However, it is still unable to fully meet the learning needs of all needy people due to limited resources especially human and financial resources as well as internal and external participation. With the limited budget, CLCs can not operate activities all year. For instance, most CLCs could operate to provide training for only six months, then no activities for other six months when the training ends, and have to wait the budget of next year. Some of the learners who finish the courses can not find jobs or run business by them selves because they do not have enough capital and their skills are sometimes limited due to not enough training. The PB budget annually provided by the government can support only the repairing of the CLCs; provision of materials, facilities and equipments; and the training activities from three to six month. Therefore, CLCs still face problems and barriers to ensuring the sustainability of activities and programme. CLC still need support-technical and financial- from various agencies to ensure sustainability of CLC's activities.

We need to have the CLCs with good quality in terms of process and its products. CLCs should not only be the places to provide training but also serve as venues for production and marketing the products made by CLCs for the benefits of the community and CLCs themselves, encouraging more community participation. More support and attention from government, more capacity of staff and sufficient resources must be considered and needed; if not, the establishment of CLC to be important contribution to EFA and lifelong learning remains conceptually interesting but, in terms of practices and impact, useless. In this context, internal and external cooperation with and support from stakeholders are expected and required. Capacity development from central to commune level is also indispensable.

I expect that through the workshop, I can learn how Japanese Kominkan as well as CLCs in other countries overcome the above challenges we face – recourse mobilization to respond to limited budget, sustainability of CLCs, quality of CLC activities, active participation of communities, capacity development of staff etc.

From our point of view, Kominkan in Japan will provide plentiful experience and best practices which contribute to the development of CLCs in Asian countries including in Cambodia. Cooperation and relationship between Kominkan and CLCs in other countries is indispensable and needs to be promoted for sharing information, lesson learnt and discussing common issues and for effective implementation of the programmes; and we need such cooperation to develop CLCs in our country. I also expect that I will learn a lot from Kominkan's experience and activities in Japan and CLC experience from other countries; and share this experience from the workshop with my colleague through training workshops or meeting for the development of capacity of CLC committees as the follow up activities to this symposium if mobilized resources are available. Through lesson learnt from Japan's KOMINKAN and CLCs of other countries; and through the cooperation and relationships, we will see things that would be applicable to CLCs in Cambodia and we can find the solution to the challenges and issues facing our CLC, so that we can expand and make positive change for the development of the CLCs in our country.

China

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I .Outline of the CLC in your country

1. Name and numbers

(1) 社区学院 or 社区教育学院 or 社区教育中心

(2) She Qu Xue Yuan or She Qu Jiao Yu Xue Yuan or She Qu Jiao Yu Zhong Xin

(3) Community College or Community Education College or Community Education Centre

(4) Community education organizations in China do not have a unified name, and therefore, an English name. The English names I mentioned in Question (3) can be referred to.

(5) The total number of CLC in China has not been overall collected, but there are investigations from 93 national experimental regions and demonstration regions conducted by the Ministry of Education. According to the statistics from these national experimental regions and demonstration regions, there are 173 Community Education Colleges at district levels, 1619 Community Education Centres at sub-districts levels (be equivalent to township levels) and 13054 at residents committee levels (be equivalent to villagers committee levels).

(6) The users of CLC in China are mostly community residents, whose majority are the elder and the youth, also including some migrant workers and on-the-job workers. According to the statistics collected from the 93 national experimental regions and demonstration regions (mentioned in the last question) by Ministry of Education in 2009, there are 48 million people have been trained, including more than 6 million young people attending afterschool trainings, 14 million laid-off workers attending re-employment trainings and 76 million migrant workers.

2. Related legislature

(1) There is not related legislation for community learning at state level at the moment, but only some guideline documents.

At provincial level, Fujian Province issued “Regulation on Promoting Lifelong Education” in 2005.

(2) “Regulation on Promoting Lifelong Education” in Fujian Province states that community shall gradually advance facilities for community education, and shall carry out education activities suitable for residents’ needs according to communities’ conditions in order to activate community culture and promote a civilized, healthy and scientific way of life.

3. Establishment and development of CLC in your country

(1) In the 1980s, China community education emerged in Shanghai, Tianjin, Shenyang and Zhejiang, and began with the afterschool education for the youth. When entered in the 1990s, accompanying with the change of economic and social structure and the dissemination of idea in

lifelong learning, the community education has been characterized with ‘learning for all’ and lifelong learning.

(2) In 1988, Announcement on Reform and Enhancement of Moral Education in Primary and Middle School issued by the Party Central Committee mentions that school education should be closely combined with social and family education. In 1999, State Council enacted the 21st century Action Plan for Revitalization of Education and states that experimental attempts for community education shall be carried out, and the system of lifelong education shall be gradually established and improved.

After investigations in Shanghai, Jiangsu and Tianjin, Department of Vocational and Adult Education in Ministry of Education issued the Circular on Carrying out Pilot Projects for Community Education in Certain Regions in April 2000. This is the first time to put forward the connotation and missions of community education, and to ensure that pilot projects for community education will be carried out in 8 cities in Beijing, Tianjin, Shanghai, Jiangsu and etc.

In December 2001, Ministry of Education held the meeting on exchanging experiences in pilot projects for community education, and set up the first group of 28 national experimental regions for community education. After that, 114 experimental regions for community education divided into 4 groups have been built up.

In 2008, Ministry of Education set up the first group of 34 national demonstration regions for community education. And this year announced the name list of second group. The National Conference on Education held in July 2010, State Council enacted the National Guideline on Medium- and Long-Term Program for Educational Reform and Development (2010—2020) . The guideline clearly put forward that one of aims of educational reform and development is to basically establish the learning-oriented society. Furthermore, in order to achieve this aim, ‘a system-completed lifelong education should be established, the community education in rural and urban areas should be extensively carried out and the establishment of learning-oriented organizations should be accelerated.’

(3) At the moment, there are 68 national experimental regions for community education and 68 national demonstration regions for community education and over 400 experimental regions and demonstration regions for community education at provincial level.

Community education in China has been rapidly developed. It has been popularized in the majority of urban and rural areas in southeast coastal regions and in some of midwestern cities. However, there is still uneven development between the Eastern Region and the Western Region.

4. Management structure

Community Education Centres are managed by Community Education Steering Committee at district or county level under supervision of Bureau of Education at district or county level.

The expenditure of community education centres (colleges) at district or county levels are allocated by governments at district or county levels, and those at sub-districts or township levels are supported by governments both at district or county levels and at sub-districts or township levels. Additionally, the majority of education and trainings offered to residents is free for charge.

The facilities of community education centres (colleges) at various levels are provided by governments.

5. Staff members of CLC

Staff members in CLC include full-time staff, part-time staff and volunteers. According to statistics from 93 national experimental regions for community education, there are 18 thousands full-time staff, 199 thousands and 1.91 million volunteers.

6. Programming of the CLC

In terms of types of education recipients, the community education programmes are divided into afterschool education for the youth, cultural and technical education for on-the-job workers, re-employment education for laid-off workers, vocational education for disadvantaged people, adaptability education for migrant workers and etc.

When considering different types of education contents, programmes are divided into moral education, legal education, scientific popularization education, culture and art education and health education and etc.

II. Cooperation between Kominkan and CLC

The relatively effective way in promoting the relationship between Kominkan and CLC in China is to establish contacts and partnerships one to one. And cooperation modes can be varied depending on different situations.

Indonesia

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1. Name and numbers

- (1) There are two kinds of CLCs in Indonesia:
 - a. Sanggar Kegiatan Belajar (SKB)
 - b. Pusat Kegiatan Belajar Masyarakat (PKBM)
- (2) a. Sanggar Kegiatan Belajar (SKB) b. Pusat Kegiatan Belajar Masyarakat (PKBM)
- (3) a. Learning Activity Centre (distric level) b. Community Learning Centre (CLC)
- (4) SKB: 384, PKBM : 5596 (2010. Ministry of National Education)
- (5) 0 – 6 years: Early Childhood education
7 – 13 years: package A (equivalence to elementary school)
13 – 15 years : package B (equivalence to secondary school)
15 – 19 years : package C (equivalence to senior high school)
15 – 40 years : life skill / continue education - youth program and adult programme
15 – 60 years : Literacy programme / functional literacy
- (6) There is no fix data for these users.

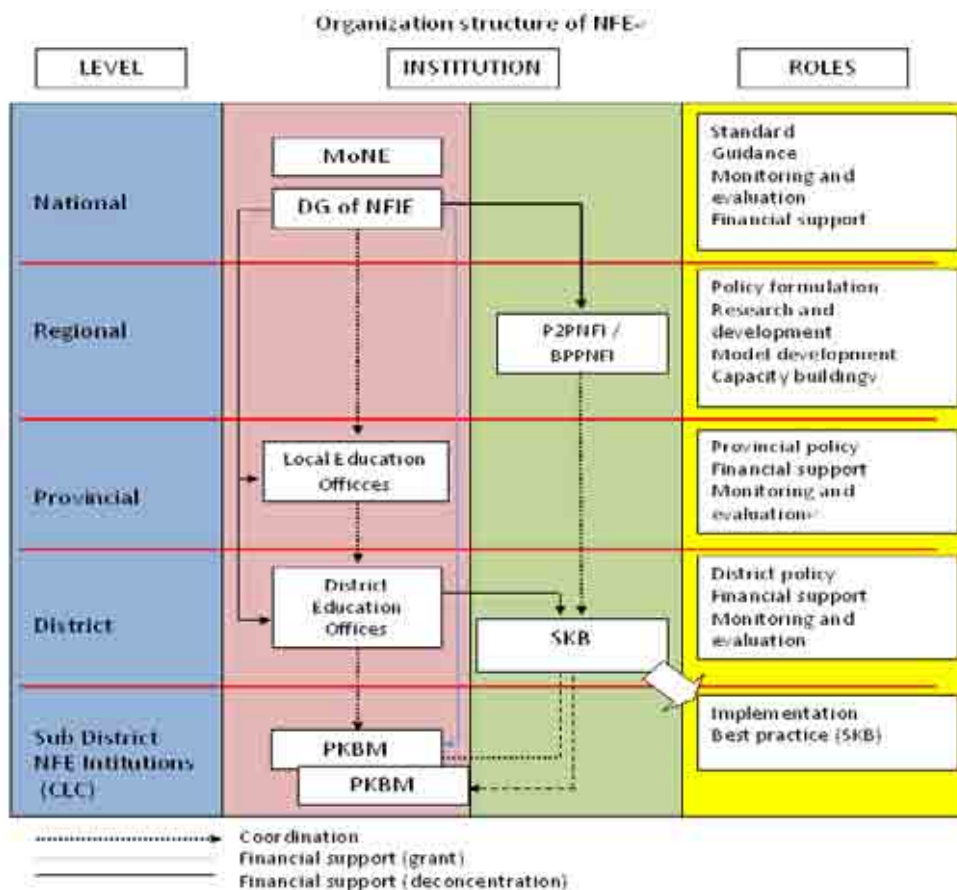
2. Related legislature

- (1) Education System Act (no 20 year 2003)
- (2) CLC is one of the Non Formal Education Institution that conduct non formal education program.

3. Establishment and development of CLC in your country

- (1) CLC started at 1997 initiated by Directorate general of out of school education. It was hoped that PKBM and SKB can accommodate the need of community. These CLC can conduct many non formal programmes suitable with the condition and potential of the community.
- (2) The government founded two kinds of CLCs: SKB financially supported by government, and PKBM, only its financial program supported by government, except in Jakarta (Indonesia's capital city) PKBM is financially support by government. The government motivates the community to build CLC by launching some NFE program. Minimally there is one PKBM in sub district and one SKB in one district.
- (3) There are 5596 PKBMs in Indonesia which provide any non formal education, namely early childhood education, equivalency programs, literacy program, income generating program, courses etc. now the community more and more realize that the existence of CLC is very important for improving their life (knowledge, attitude, and skill.)

4. Management structure

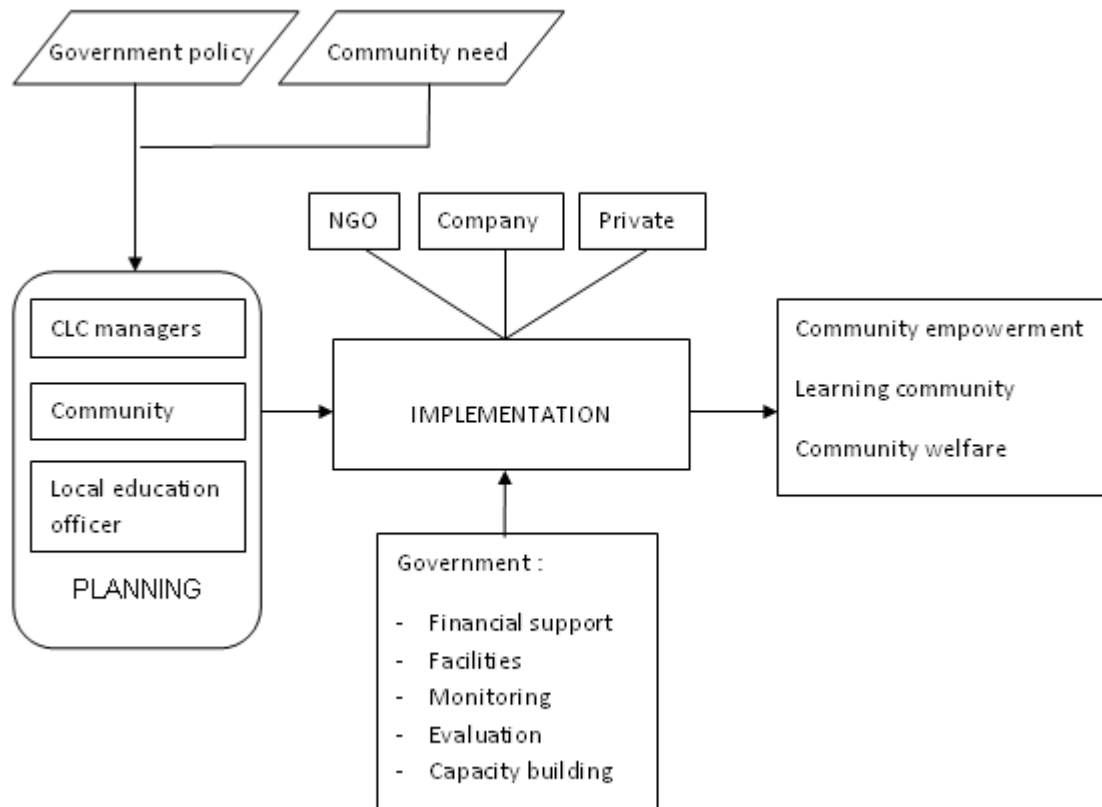


5. Staff members of CLC

SKB: all personnel is government officer

PKBM: the manager and the staff are elected by the community (except in Jakarta province, the manager and several staffs are government officer)

6. Programming of the CLC



II. Cooperation between Kominkan and CLC

- Trainers exchange between kominkan and CLC
- Skill training for local potential
- Sharing knowledge and experience
- Facilitator exchange
- Capacity building
- Workshop and Seminar

LAO PDR

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I .Outline of the CLC in your country

1. Name and numbers

(1) –

(2) Community Learning Centre

(3) Community Learning Centre

(5) They are 300 CLCs according to 2010 Non-Formal Education annual report, Ministry of Education. They are locating in the different areas in the whole country, mostly in the remote communities.

(6) The users of the CLCs are the people who are living in their own community and the surrounding community's people. They are several programmes such as literacy, post literacy, the basic vocational, livelihood, library, culture and sport. There is average 100 person times that are using the CLCs, and approximately 300,000 users in the whole country.

2. Related legislature

(1) National Educational Law 2008, Education Sector Development Framework/ESDF, Non-Formal Education Policy 2010-2015

(2) The CLC is an appropriate place to implement the successful activities which are mentioned in the legislature frameworks, particularly to achieve the goals of the Education For All/EFA. The CLC is an organization of the Non-Formal Education system at the grass-root level, and also play the important role on the rural and community development as mentioned in the national education law and ESDF.

3. Establishment and development of CLC in your country

Since 1990, the pilot CLCs have setting up during the project supported by UNESCO Paris and expanded in 1993 by a project supported by UNESCO PROAP Bangkok. Since there the CLCs have more expanded by supporting from the different agencies part of them have established by the Lao government and NGOs. Since 2007 up to now, in Luang Prabang province 8 CLCs in 4 different districts have been established by a cooperation project supported by the NFUAJ.

II . Cooperation between Kominkan and CLC

I do hope that

Thailand

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I .Outline of the CLC in your country

1. Name and numbers

(1) ศูนย์การเรียนรู้ชุมชน

(2) Soonkanreanchoomchon

(3) Community Learning Centre (CLC)

(4) Community Learning Centre

(5) There are various types of community learning centres in Thailand. The community learning centres have grown rapidly with different backgrounds and are located in various places of the community, namely: district administration office, temples, schools, community hall, local elder's house, renovated buildings, factory, prison, etc. The sizes of the community learning centres are different according to their location. Some are big and well organized, but some are small and lack facilities. Most of the community learning centres are located on the mainland, but some are situated in the mountainous areas, so-called "*Highland Community Learning Centre.*" Numbers of Community Learning Centres of Both Low Land and High Land are shown as followings:

- Community Learning Centre	8,605
- Mae Fah Luang Hill Area Community Learning Centre	759

(Source : Operations Promotion Division of ONIE, 2010)

(6) The community learning centres have been established to serve as a focal point for providing non-formal and informal education activities for local people. The community learning centres' users range from children to the elderly, including the marginalized. Total number of CLCs' clients in 2010 has not been revealed yet.

2. Related legislature

(1) The Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008)

(2) According to Section 14 of the Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008), the Office of Non-Formal and Informal Education is ordered to undertake a function regarding the community learning centre: to prepare recommendations regarding the beneficial uses of information communication technology networks, educational radio and television stations, local radios, science centres, public libraries, museums, community learning centres and other learning resources in order to promote learning and improve the quality of life of the people continuously.

3. Establishment and development of CLC in your country

(1) After the first literacy campaign in 1940 -1947 and during the period 1971-1982, the functional literacy programme was launched to promote adult literacy. "The Department of Non-Formal Education" (DNFE) initiated the village reading centre in 1972 in order to promote reading habits

and reinforce reading skills for neo-literates by providing 2 daily papers a day for each reading centre. A major survey of village reading centres was conducted in 1981 which revealed that more than half needed improvement. The main reason was that the centres' activities were not properly coordinated with the fight against illiteracy and with promotional and developmental literacy programmes.

Moreover, it was found that the majority of Thai people who lived in the rural areas love to chat after their hard work in the rice field. They gathered in the local leaders' house or reading centre as a meeting place. They discussed political, social, economic and personal, issues. They learned how to solve their problems by sharing their experiences and knowledge. Some village reading centres were gradually developed to be community learning centres. Therefore, the Thai adult educator initiated the idea of the establishment of a community learning centre in 1982 by launching the Hill Area Education and Community Development Centre as the first sample of this initiation, but not developed in full. This centre served as a learning centre, a community forum, the community training centre, the community reading centre and the co-ordination centre for community development. It operated through the management of the community members to create a sense of ownership and was facilitated and supported by both district and provincial non-formal education centres through the work of non-formal education volunteer teachers. Later, DNFE set up the strategy of "One District One Community Learning Centre" and initiated the Community Learning Pilot Project in Barnkog Village, Supanburi Province in 1991. The community learning centre provides equal access to education for out-of-school learners through literacy programmes, post literacy programs, basic education, continuing education, and vocational and life skills training, etc. Since then, the implementation of Community Learning Centres in Thailand has begun. The community learning centres have been devised as a firm mechanism to provide Lifelong Learning in the rural communities. It is the turning point of non-formal education provision from bureaucracy-oriented to community-based approaches. DNFE has changed its role from organizer to facilitator. CLCs are set up and organized by the community and for the community while DNFE facilitates the implementation through collaboration with various community sectors, both GOs and NGOs.

The community itself serves as a learning base complemented by various types of educational media namely: Adult Education learning materials, textbooks, hand books, audiocassettes, video programs as well as some Computer Aided Instruction programs. At CLCs, literacy and post literacy classes, as well as other vocational skills training are being conducted to respond to the diverse needs of community learners and their ways of life, as well as with the democratic path and conform changing society. In addition, CLCs also provide a venue for conducting public meetings and social gatherings. And as CLCs belong to the community, all community members are encouraged to participate in organizing educational and quality of life improvement activities in their communities. Thus, the key strategies for community learning centre implementation are community involvement participation and ownership. Since May 1998, DNFE has collaborated with communities sectors to set up CLCs in rural communities throughout the country.

(2) The Non-Formal and Informal Education Act, 2008 came into force on March 4, 2008. The aim

is to promote continuing education throughout the lifetime of Thai people. It also resulted in the status change on the Office of the Non-Formal Education Commission to the new status called The Office of the Non-Formal and Informal Education (ONIE) which is imposed to undertake a function regarding the utilization of the community learning centre in order to promote continuing learning and the development of people's life quality. Moreover, in accordance with the administration and management of non-formal and informal education at the educational establishment level, it is indicated that in the educational establishment level it shall perform the duties of promoting, supporting, coordinating and providing non-formal and informal education in collaboration with network parties in which a community learning centre shall be established for conducting the learning activities. Hence a community learning centre is a place for providing non-formal and informal education activities in order to improve the quality of Thai people's lives.

(3) Lifelong Learning was first introduced in the National Education Act (1999) as a guiding principle of education reform but progress has been limited with a first phase of reform focusing on formal education. Hence, the blueprint for a second phase of education reform (2009-2018) is now emphasizing non-formal and informal systems in expanding learning opportunities for learners of all ages, the workforce and the underprivileged. Consequently, the quality of education / learners and Life long Learning are included among priorities. It can be said that the second phase of Education reform intends to focus on 4 new changes, namely the modernization of Thai people, new teachers, new schools / learning centres and a new educational administration. Anyhow, in order to achieve the second phase of the education reform, the Cabinet considered the promotion of reading to the national agenda in an effort to create a Lifelong Learning society. The Office of Non-Formal and Informal Education (ONIE) shall act as secretary to a special committee set up to promote reading. The Committee is expected to work in close collaboration with representatives from the private sector and local administration organizations. The Thai government deems that the abilities to understand messages, analyze information, and make good decisions in problem solving of Thai people can provide the foundations for personal development and they are the key to the building of a learning society. Hence, ONIE conducts the pilot project to select one of the best community learning centres to be a Sub-District Non-Formal and Informal Education Centre in the area where there is more than one community learning centre. The District Non-Formal and Informal Centre has to set up strategies, a learning development plan, a sub-district NFE committee works to strengthen and empower the community to achieve self-reliance and a learning society. The non-formal education facilitator will play an important role in conducting Lifelong Learning activities, coordinating with the learning network, mobilizing resources and working with the sub-district committee to support learners to be Lifelong Learners in all Sub-Districts throughout the country. The establishment of a "Sub-District Non-Formal and Informal Education Centre" will be a new challenge for decentralization of educational power to the local administration in order to undertake Lifelong Learning activities due to the sub-district development plan has been integrated with the community learning centre operational plan which is separated from the public forum conducted by the district and sub-district non-formal education centres. In this regard, such a body can be enriched by local participation and self-management, to enable Sub-District Administrative Organization to

increase efficiency in providing educational services which will lead to educational quality improvement. (the Sub-District Administrative Organization's role for education promotion is under the "Tambon (Sub-District) Council and Tambon Administrative Authority Act BE 2537 (1994)")

Currently, people participation and community committee management as well as the teaching and learning strategies of facilitators are the important factors that contribute to the success of conducting Lifelong Learning activities in the community learning centres.

Overall, the strong point of non-formal education facilitators in CLC is being a local persons, but they always do hard work, if they find a good job, they move to the new position. At present, there are 8,605 community learning centres, and 7,475 non-formal education facilitators, 759 highland community learning centres in the mountainous areas and 1,174 non-formal education facilitators because there will be 2 facilitators per one remote or mountainous area. In current situation, one NFE facilitator takes responsibility for lots of learners, in both of non-formal and informal educational activities. Therefore the non-formal education facilitators bear a hard burden from their duties, particularly the non-formal education facilitators who work in the southern, the most risky area of Thailand, they are willing to work under unsecured circumstances. The government should encourage and support them for their contribution by increasing the subsidy for tuition fees, computers and facilities, or mobilizing local resources and funding for undertaking Lifelong Learning activities in the communities.

4. Management structure

The units responsible for management are;

- (1) The local administrative organization continuously promotes, supports, and monitors the implementation and development of the community learning centre.
- (2) All NFE centres at district and provincial levels also constantly promote, support, supervise and monitor the implementation and development of the community learning.

In this regards, all CLCs benefit enormously from community involvement. Discussions with the community members lead to the establishment of a CLC from assessing the community's needs. In many cases, local materials and labour are used to build CLCs. In order for a CLC to be self-sustaining, community members could be mobilized to establish and manage their centre themselves. In overall picture, the guidelines of community learning centres (CLCs) implementation are as follows:

- (a) The administration of the centre is the responsibility of a management committee, which consists of school teachers, retired professionals, community and religious leaders, the director of the district non-formal education centre, the non-formal education facilitator, and other community members(National / provincial level: establishing criteria / identifying communities, Community level: creating community awareness);
- (b) Establishing CLC Management Committee (very important);
- (c) Identifying target groups /clients and their learning needs and determining income-generation activities;
- (d) Developing the CLC's programme objectives;
- (e) Designing and developing programme activities;
- (f) Prioritizing specific programme activities;
- (g) Establishing CLC physical facilities / Establishing action groups (volunteers); Mobilizing community resources;

(h) Establishing support linkages; (i) Organizing staff/volunteers training; (k) Implementing programme and activities; (l) Monitoring and revising activities; (m) Evaluating activities; (n) Experience sharing with other communities, e.g. creating CLC clusters; (o) Developing district / provincial resource centres and national networks; (p) Strengthening national policy, commitment and support.

5. Staff members of CLC

The CLC's operators: composed of:

- (1) NFE facilitators (current status are government employees), with full time working at the community learning centre, would be responsible for conducting learning process.
- (2) CLC committee members who are selected from the local community members would help to manage, promote and support all operations of the community learning centre.
- (3) Educational volunteers who help for providing learning activities:
 - Organization ; co-organize and support
 - Local wisdom ; teacher / resource persons
 - People volunteers ; teachers / resource persons

In addition, All NFE centres at district and provincial levels must promote and support the operations of community learning centres to become lifelong learning sources.

6. Programming of the CLC

Each Sub-District Non-Formal and Informal Education Centre or CLC has responsibility for at least 260 learners that divide into 5 categories programmes, namely: 60 learners for basic non-formal education, 20 learners for vocational training, 20 for life skills programme, 60 for social and development programmes and 100 for self-sufficient economy programmes, as well as 300 learners for informal education yearly.

Nowadays, the community learning centre serves as the focal point for conducting lifelong activities for people in the community, and the place for creating learning opportunities, knowledge transfer, exchange experiences, and local wisdom. The centre will serve as the community service source for providing various activities which are consistent with the social changes in the globalization era, and encourage the development of a learning society, as well as promote the way of democracy and self-reliance development which is the milestone of long term sustainable development. At present, the community learning centres become alternative learning resources for Lifelong Learning for the people in the community. The resource persons, namely: local elders, non-formal facilitators, monks, etc. can help in solving problems and improving the quality of life for communities' people in line with their environment and social context.

The community-learning centre is a dimension of the open education system. Each member of the community can access and utilize the educational services and facilities provided by the centre. Non-formal education facilitators act as full time staff at the community learning centre with their major duties being to continuously conduct various learning activities. The non-formal education facilitators play an important role in conducting non-formal and informal activities with the

emphasis upon learning process management in accordance with the problematic situations and ongoing needs of the community. The concept of a learner-centred approach has been generally accepted into the teaching and learning process to facilitate learner development. Therefore, various learning styles were chosen in line with the experiences of learners. The non-formal education facilitators and learners work together to design their learning plan, the curriculum they want to learn in the basic non-formal education programmes. Learners take more courses to complete their study if they can pass the academic assessment. Before finishing one course, a learner has to conduct a study project alone or in a group in related topics under the supervision of the non-formal education facilitator. Learners learn through enquiry learning, problem-solving or community-based learning, or integrated learning. In addition, accreditation or a credit transfer system is implemented so that each learner can apply for accreditation or transfer credit from existing knowledge or experience assessment of a learner.

In addition, All NFE centres at district and provincial levels also constantly promote, support, supervise and monitor the implementation and development of Educational Programmes in CLCs as well.

II. Cooperation between Kominkan and CLC

Improving the status and quality of non-formal education facilitators by reinforcing moral support, developing the teaching-learning skills of non-formal education facilitators through e-Learning, pre-service or in-service training programmes, building community participation, CLC management for the betterment, as well as using the ICT network for creating the community base-line system for network linkage in conducting Lifelong Learning activities.

Republic of Korea

Mr. Sangok Park

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I .Outline of the CLC in your country

1. Name and numbers

- (1) 평생학습관, 평생학습센터
- (2) PyeongSaengHakSeubKwan
- (3) Institution for Lifelong Learning
- (4) Lifelong Learning Centre
- (5) 404 according to 2009 Statistics of Lifelong Education by Ministry of Education, Science and Technology (MEST)
- (6) Lifelong Learning Centre user ranges from children to senior citizens. Annual user of LLC is 613,662 according to 2009 Statistics of Lifelong Education (MEST)

2. Related legislature

- (1) Lifelong Education Act (revised in 2007)
- (2) Lifelong Education Act. Article 21.
 - Superintendants establish, designate or operate
 - Act 2007 added that Mayors establish or financially support

3. Establishment and development of CLC in your country

- (1) Lifelong Education Act (1999. 8. 31);
 - Superintendants should operate LLC;
 - They can establish or designate
- (2) Lifelong Education Act revised in 2007 added that Mayors establish or financially support
- (3) Superintendents and Mayor operate 404 LLC.

4. Management structure

Established by Nation or Municipality: 269

By Corporation: 119

5. Staff members of CLC

Staffs total: 1,933 (Certified Lifelong Educators : 437)

6. Programming of the CLC

13,152: Humanities 31%, Social Sciences 6%, Education 10%, nature Science 3%, Arts & Physical 43%, others 7%

Viet Nam

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I .Outline of the CLC in your country

1. Name and numbers

(1) Trung tâm học tập cộng đồng + (name of local/district/Province)

Example : Trung tâm Học tập Cộng đồng Vũ Thư, Thái Bình;

(2) Trung tâm Học tập Cộng đồng

(3) Community Learning Centre in communities, wards and towns

(4) Community learning centres (CLC)

(5) Total number of communes/wards/townships in Vietnam: 10,059

(6) For example for users/learners enrolled in the CLCs program in two academic years:

The Edu. Programme	2007-2008	2008-2009	Reviews
Literacy	34.494	30.765	Reduction 3.729 learners
Post-Literacy	40.130	26.022	Reduction 14.108 learners
Thematic/special Edu.	9.215.116	11.285.450	Increase 2.070.334 learners
Short-term job	173.720	399.054	Increase 225.334 learners

Vietnam's population was 82,689,518 and adult population (above 15 years old) was 59,045,302 (71.9%) among them. Network of CLCs is: 9551 Centers / 11059 communes, wards and townships (accounting for 86.41% rate), up 4.48% (541 TT) compared with the previous academic year (2007-2008). In Vietnam, usually in the CLCs not serves for children. The users/learners of CLC are for education adults, community education who are employed or seeking work

2. Related legislature

(1) Conference of Vietnamese Communist Party Central Locking 6, Times IX (7/2002) “Development of non-formal education (NFE), forms of learning communities in the communes and wards in need of economic fact of life - society, creating favourable conditions for people to lifelong learning, towards a learning society”; Conference Times IX: “Strive to build a modern education, the people, by and for the people, ensuring equality of learning opportunities for everyone, creating conditions for social learning and lifelong learning to meet for industrialization and modernization of the country ”; Conference Central 7, IXth (3 / 2003) decided to conduct the campaign “All the people throughout the country to build the movement to become a learning society- Lifelong learning.”. Clause 1, Article 4 in the Law on Education (2005) affirmed “the national education system, including formal education and continuing education ”. This is the legal basis of special importance for the development of continuing education in the early years of the XXI century as a system. Article 44 in the Law on Education (2005) has clearly defined tasks of the CE is to help people both work and study, continuous learning, lifelong learning in order to perfect the personality, expanding knowledge, improving education, professional services to improve the quality of life, employment, self employment and adapt to social life. State policy makers to develop the CE, the

education for all, building a learning society.

The Tenth Congress (4/2006) has determined “Strive to build a modern education, the people, by and for the people, ensuring equality of learning opportunities for everyone, creating conditions for facilitate social learning and lifelong learning, meeting the requirements of industrialization and modernization of the country” and policy of "gradual transfer model of education is now open to educational model - a model of social learning, lifelong learning system, continuing education, continuity between the various grades and disciplines, building and development learning system for all forms of learning and practicing flexible to meet social learning, lifelong learning, the ability to create multiple, different opportunities for learners, ensuring social justice in education”.

April 13, 2007, the Politburo issued Directive No.11-CT/TU on enhancing the Party's leadership to work promote study and financing, building a learning society, which requires which requires the Party committees to strengthen the leadership and direction to “continue to accelerate the building of CLCs in communes, wards and towns”.

Clause 1, Article 46, Law on Education 2005 has confirmed the basis CLCs continuing education is organized in communes, wards and towns. Article 46 of the Law amending and supplementing some articles of the Law on Education (2005), Law No. 44/2009/QH12 through November 25, 2009: The continuing education includes:

- a) Continuing education centres are organized in provincial, district and;
- b) Community learning centres are organized in communes, wards and townships (level);
- c) Foreign language training centres and information technology by organizations or individuals to set up.

The project of building a learning society in the period 2005-2010 under the Decision, No.112/2005/QĐ-TTĐ May 18, 2005 of the Prime Minister: Building the country became a LS with the basic criteria is to create opportunities and favourable conditions for people of all ages, all levels are constant learning, continuous learning, lifelong learning, in Anywhere, anytime, any level, mobilize the combined strength of the whole society to participate in building and developing education, all the people and organizations have responsibilities and obligations in school and active participation to build a learning society

Continuing education programs on illiteracy and continuing education after illiteracy by Decision No.13/2007/ QĐ-BGDĐT May 3, 2007 of the Minister of Education and Training. On 08 Jan, 2008, the Prime Minister issued Directive No. 02/2008/CT-TTĐ to accelerate the movement promote study and financing, building a learning society, asking the ministries, Local (Ministry of Education, Ministry of Interior, Ministry of Planning and Investment, Ministry of Finance and the People of all levels) studies build mechanisms and policies for development investment continuation education establishments, the CLCs; Regulations on organization and operation of the CLC at communes, wards and towns by Decision No. 09/2008 / QĐ-BGDĐT March 24, 2008 of the Minister of Education and Training.

Guide to financial support for CLC from the state budget by Circular No. 96/2008/TT-BTC October 27, 2008 of Ministry of Finance; CE programs to meet the requirements of the learner, update knowledge, skills, technology transfer by Circular No. 26/2008 / QĐ-BGDĐT October 27, 2010 of the

Minister of Education and Training; Regulations Issued evaluated and rated student literacy program (XMC) and continuing education after literacy by Decision No. 79/2008/QĐ-BGDĐT December 30, 2008 of the Minister of Education and Training; The project of building a learning society in the period 2005-2010 by prime minister;

Building the project of building a learning society in the period 2011-2020 by prime minister.

(2) Because of the CLCS is one of the institutions contributing to the creation of education systems that lifelong learning, towards a learning society, most legal documents relating directly or indirectly, all around perspectives to build a learning society. However, there are documents with specific goals for the organization, operation and evaluation of the system CLCs. This is the legal basis is especially important for continuation education development in the early years of the XXI century as a system, including the CLCs. This is the legal basis is especially important for continuation education development in the early years of the XXI century as a system, including the CLCs.

3. Establishment and development of CLC in your country

The history of lifelong learning in Vietnam can be tracked back to 1945, when illiterate rate of Vietnamese people was 90% (MOET, CONFINTEA report, 2009). At the first session of the provisional government of the Democratic Republic of Vietnam on September 3, 1945, President Ho Chi Minh pointed out the urgent need to defeat three enemies: hunger, illiteracy and foreign invaders. He said that an illiterate and ignorant nation is a “weak nation” and that priority must be given to eradicating illiteracy first and then driving out foreign occupiers.

As of 2004, Vietnam has achieved 95.54% literacy rate in the age group of 15 to 35 (Living Household Standard Survey 2004).

Until 1990, the concept of lifelong learning was limited to adult education and initially covered only literacy for adults and later included also equivalency education programmes for educationally disadvantaged children/youth and adults who have no access to or drop out from the formal schooling. The equivalency programmes are provided at Continuing Education Centres throughout the country and they are perceived in Vietnamese context as ‘Non-Formal Education’ (Vietnam report to CONFINTEA6, MOET, 2009). Curricula of equivalency programmes were developed based on the curricula of formal education, but they were more practical and usually simpler, shorter than those of formal education. Before 1990, students of equivalency programmes had different textbooks which were developed specially for them, relevant to their needs and their learning ability. From 1990, the government decided that the same textbooks must be used for both formal education and equivalency programmes. Not only the premises but also the teachers of formal schools are mobilised for literacy and equivalency programmes. In short, this second- chance education provision was, in essence, a supplementary formal education, which led to formal qualifications and curricula were centrally controlled by the Ministry of Education and Training and partially by the Ministry of Labour, War Invalids and Social Affairs.

Since 1990, lifelong learning concept had broader meaning and included not only literacy, equivalency education programmes for drop-out youth and adults, but also diverse learning

opportunities and programmes for all people in various settings. For example, adult learners go to foreign languages classes, or in-service training university degree programmes in formal setting to achieve qualifications or adults participate in non-formal and informal education, which provides them with functional contents and life skills, such as income generation, social-cultural contents, human rights, peace, gender, healthcare of mothers and children, nutrition, drug, HIV/AIDS prevention, family planning and environment education.

There are the links together between formal education and supplementary adult learning and education, which is understood as ‘non-formal education’ in the Vietnamese context. It is worth noting that there is missing link between formal education and other kinds of learning, such as workplace learning as well as the role of industry and business community.

4. Management structure

CLCs are facilities which are formed by the people in the community as the basis of education, civil administration management, under the leadership of the Party and to local government. CLCs are designed to provide learning opportunities for lifelong learning people in the communes, wards and towns to develop human resources, improve living standards, and community development towards building a learning society, thus contributing to the development of socio-economic, culture at local. So, each CLCs should have a Board of Directors, including director, responsible person and secretary.

5. Staff members of CLC

Research has indicated that:

-CLCs personnel in general are enthusiastic, have broad knowledge and experiences as well as know the realities very well though have limited quality, but their educational qualifications are very limited. Nearly half of adult facilitators of CLCs have low education qualifications (34.4% have graduated from upper secondary schools, 14% with lower secondary education degrees and a number of them are just at primary school level.)

-Most of them have not been trained in pedagogic knowledge/skills. The findings reveal that only 22.7% of them, who have already worked in education sector, have been trained in pedagogy. To the rest (77.3%), they are volunteers from different fields or mass organizations, and local community who have not been trained in such profession. They might be very good at their specialties with much experience, yet their teaching methods are limited, excluding certain people with talent.

-Among facilitators trained in pedagogy, they have been trained in FE and children-teaching method. In contrast, due to different reasons, training for capacity building for adult facilitators of CLCs meets difficulties. Nearly all adult facilitators of CLCs have not been trained in adult-teaching methods and supplied with reference materials (apart from cases who get involved in relevant programmes, projects, etc.)

6. Programming of the CLC

Continue to propagate and share experiences and knowledge about the system of CLCs and

appealing the participation of agencies, branches and mass organizations continue to propagate and share experiences and knowledge about developing and maintaining sustainable systems CLCs. For example:

-Conference on the fight against illiteracy in the region is difficult to be held in Nha Trang (18/09/2008). The meeting focused on the actual situation, share experiences on the fight Against illiteracy among local problems and discuss the direction and solutions to solve in order to achieve national consolidation phase results XMC the next;

- Conference preliminary 3-year implementation of the project "Building a learning society in the period 2005-2010" and to develop community learning centres (CLCs) by the Ministry of Education and Training Vietnam Study Promotion Society and co-chaired the Museum officials in Ho Chi Minh City (27/10/2008). The conference has confirmed a number of objectives of the project are done remarkably effective, such as development and expansion of facilities continuation education system; diversified curriculum content and modes of study, but there are many targets to achieve. The participation of agencies, branches and mass organizations have many limitations;

- On 04/23/2009, with 120 countries worldwide, the Ministry of Education and Training in collaboration with UNESCO, UNICEF has successfully organized the event "On reading festival" response "Global Week of for-education "in 2009 with the theme" literacy for youth, adult and lifelong learning "in Bac Ninh.

Ministry of Education co-organized with a coalition of international organizations and domestic, including Action Aid, Aide et Action, Child Fund, Global Advanced Program, Church World Service, Education Project Vietnam - Belgium BTC), Oxfam UK, Centre for Non-formal education and community development, UNESCO, UNICEF and World Vision. Implement monitoring program and assess the skills to read and write for the new literacy (LAMP project funded by UNESCO).

Close coordination with other agencies and units concerned and abroad: Study Promotion Association, Farmers Association, Women Union, the Border Guard, the international organizations (UNESCO, UNICEF, the Union international organizations in education) in the implementation of development goals continuation education in scale, quality and efficiency.

The most important thing now is to get electronic information systems (WEB) for rapid information sharing and management of utility systems easily CLCs.

II. Cooperation between Kominkan and CLC

Strengthen relationships and exchange and sharing between Japan and THTCD Kominkan through:

- Technical identified community learning needs and in designing programs for CLCs;
- Training resources related to organizational management and operation of the CLCs, including books and records;
- Provide seed money for income generating activities. Especially through ACCU Kominkan help Vietnam establish which sources 02 CLC complete model, able to effectively meet the requirements, including coordination with Vietnam for 02 CLC sources;
- Have the community in line with Vietnam (to study);
- There CLC organization and management team that is stable;

- Yes organize community education activities typical flexible nature, so that the formed effective links with other CLCs in the country;

- There is sustainability

There are informative web site, exchange and sharing between the CLCS (The most important thing now is to get electronic information systems (WEB) for rapid information sharing and management of utility systems easily CLCs).