International Seminar on Community Learning Centres

Progress of CLC in Asia: Ichiro Miyazawa, UNESCO BKK
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COMMUNITY LEARNING CENTRES (CLCs)

- **Target Group**
  - Children & Youth
  - Adults & Elderly
  - Marginalised and disadvantaged individuals

- **What do CLCs Offer?**
  - Basic education
  - Literacy
  - Skills development and vocational training
  - Income generation
  - Entrepreneurship
  - Community development
  - Culture, recreation and sports
  - Information and connectivity

- **Number of CLCs in Some Countries**
  - 4,992 Rep. of Korea
  - 14,681 Japan
  - 8,764 Thailand
  - 10,994 Viet Nam
  - 843 Philippines
  - 4,513 Indonesia

- **Number of Users/ Learners**
  - Japan: 244,349,217
  - Rep. of Korea: 27,074,839
  - Viet Nam: 13,250,000
  - Thailand: 2,075,754

Source: CLC Country Reports (UNESCO Bangkok website), Kominkan CLCs of Japan, UNESCO CLC Partners

Note: Data collected from 2010 - 2014
Main Points

1. Why are CLCs important in Asia?
2. What are the main outcomes of CLC?
3. Better CLCs and Sharing in Asia?
1. Why are CLCs/LLL important in Asia?

- Economy
- Demography
- Education
Despite many successes, the poorest and most vulnerable people are being left behind.
Wealth Share of Top 1 Percentile within a Country/Region

(Credit Suisse, 2015)
Countries in Asia-Pacific have seen widening income disparities.

Income inequality is a problem that many developed countries face as well.

Education could help: “Education policies that promote equity and support disadvantaged students in achieving better academic outcomes may help reduce income inequality in the future.”

OECD (2012)

The Challenge of Youth Unemployment

202 million
PEOPLE UNEMPLOYED

Youth make up 40% of the world's unemployed.¹

Global Adult Unemployment Rate
4.5%

Global Youth Unemployment Rate
12.6%
Among 358 million youth globally who are not in school, training or employment, 220 million are in Asia-Pacific.

Note: data range from 2008 to 2014
Changes of Life Expectancy and Fertility

Source: World Bank Database 2012
Population Pyramid Across Time: Aging Asia-Pacific

Adult “illiteracy” 460 Million illiterate in Asia - Pacific

Four countries account for more than 87% of adult illiterate population in Asia-Pacific (Bangladesh, China, India, and Pakistan)

Note: UIS estimation, 2015.
Source: UIS data centre, July 2015
32.15% of tertiary age youth were enrolled in tertiary education in 2012. This figure was a 13 percentage point improvement over 2000.

Asia has more than doubled its tertiary GER over time, but still below world average.

Source: UNESCO Institute for Statistics website (data.uis.unesco.org), with latest available data.
2. What are the main outcomes of CLC?
## Participation in CLCs in 7 Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Centers (% of G)</th>
<th>Learners/Users</th>
<th>Staff/Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>12,000 (58%)</td>
<td>1,4000,000</td>
<td>4,450</td>
</tr>
<tr>
<td>Indonesia</td>
<td>10,035 (4.2%)</td>
<td>242,894</td>
<td>44,682</td>
</tr>
<tr>
<td>Mongolia</td>
<td>360</td>
<td>295,057</td>
<td>569</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>9,571</td>
<td>27,074,839</td>
<td>NA</td>
</tr>
<tr>
<td>Thailand</td>
<td>9,524</td>
<td>1,203,581</td>
<td>13,066</td>
</tr>
<tr>
<td>Vietnam</td>
<td>10,994</td>
<td>19,100,087</td>
<td>NA</td>
</tr>
<tr>
<td>Japan</td>
<td>14,681</td>
<td>244,392,217*</td>
<td>52,230*</td>
</tr>
</tbody>
</table>

* Kominkan 2008
Analysis of CLC Programmes

- Equivalency/Alternative/Flexible Programme (Basic NFE)
- Community college programme
- Post Literacy/CE Literacy and language
- TVET/Skill Development
- Income related
- Entrepreneurship
- No income related
- Recreation and Hobby
- ESD related activity
- Health and Sports
- Community Development
- Social Change
## Cost of illiteracy

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP (US$ B, Current Prices)</th>
<th>Cost of illiteracy (US$ B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>205.327</td>
<td>1.02</td>
</tr>
<tr>
<td>Indonesia</td>
<td>895.68</td>
<td>10.74</td>
</tr>
<tr>
<td>China</td>
<td>11,211.93</td>
<td>134.54</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>1,435.08</td>
<td>28.70</td>
</tr>
<tr>
<td>Thailand</td>
<td>386.29</td>
<td>4.64</td>
</tr>
<tr>
<td>Vietnam</td>
<td>204.49</td>
<td>2.45</td>
</tr>
<tr>
<td>Japan</td>
<td>4,210.36</td>
<td>84.21</td>
</tr>
</tbody>
</table>

Source: The Economic & Social Cost of Illiteracy 2015
3. Better CLCs and Sharing/Networking in Asia?
4 important factors to improve CLCs

• More active Platform to **Connect people** with different needs and interests

• **Balance** between external supports (top down) and the ownership/leader of community (down up)

• **Partner with** other local organizations (Private, health, university, etc) and local resourceful experts

• **Effectively use IT** for learning courses, sharing contents, and connecting people
CLC International & Regional Conferences

- 2011  Quality Program Delivery
- 2012  Innovation and Lifelong Learning
- 2013  National Qualification Framework
- 2014  Education for Sustainable Dev
- 2015  Aging Society
- 2016  ICT and Online Learning

More than 1600 participants !!!
CLCpedia
Where you search resources