Community Learning Centre in Thailand
Why & How CLC

• Community learning centre provide Lifelong Learning in the rural communities. It is the turning point of non-formal education provision from bureaucracy-oriented to community-based approaches. The Office of Non-Formal and Informal Education (ONIE) has changed its role from organizer to facilitator. CLCs are set up and organized by the community and for the community while ONIE facilitates the implementation through collaboration with various community sectors, both GOs and NGOs.
Why & How CLC

- The community itself serves as a learning base complemented by various types of educational media namely: Adult Education learning materials, textbooks, handbooks, audiocassettes, video programs as well as some CAI programs. At CLCs, 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. 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.
Conceptual Framework of Community Learning Centre

• The Community Learning Centre is the focal point for conducting various lifelong learning activities for the community members.

• The Community Learning Centre belongs to operate by the community people.

• The contents of all types of learning activities provided by the Community Learning Centre should be consistent with local needs.
Conceptual Framework of Community Learning Centre

• All learning activities conducted by the Community Learning Centre should be community–based with harmonious integration between the way of life, working and learning leading to lifelong learning.

• Target groups of the Community Learning Centre are all local community members: children, adults, women, the elderly, the underprivileged, etc. Each individual member of the community can utilize the Community Learning Centre and its services all the time.

• The Community Learning Centre serves as the focal point for giving vocational and educational advice for all community members.
The various types of Community Learning Centres in Thailand. The Community Learning Centres have grown rapidly with different backgrounds and located in various places of the community, namely: district administration office, temples, schools, community hall, local elder house, renovated buildings, factory, prison, etc. The sizes of the Community Learning Centres are different according to the location, well organized and lack facilities. Most of the Community Learning Centres are located on the mainland, but some are situated in the mountainous areas, namely “Highland Community Learning Centre.”
Main activities

1. As the information centre: provides implementation and knowledge services for the general public to encourage continuing learning that could be usefully applied in real life under the current changing society.

2. As the materials/media services responsive centre: provides materials/media services responsive to the needs of the community members. With this regard, surveys are conducted upon the demands for each type of materials: both printed materials and electronic media.
Main activities

3. Non-formal and informal activities with the emphasis upon learning process management in accordance with the problematic situations and ongoing needs of the community.

4. Education and career advice service activities for learners, students and the general public with an aim to provide better opportunities and alternatives for them to pursue higher education or perform occupation based on their personal interest and aptitude.
Main activities

5. community activity: This involves cooperation and promotion of community activities in relation with religion, local traditions and cultures, village funds, democracy forums, sports, physical health, etc.

6. Forums for knowledge exchanges among people in the community and others nearby
Factors of Effective Delivery Mechanisms for Lifelong Learning Activities

1. Participation of people is the crucial factor that contributes to the sustainability of Community Learning Centres.

2. Response to learning needs of various target groups: most of the Non-Formal Education programmes are provided in line with the learning needs of local people. The Lifelong Learning programmes should be integrated with multipurpose objectives of learners, namely: income-generating activities, life-skill training, community development, etc.
Factors of Effective Delivery Mechanisms for Lifelong Learning Activities

3. Facilitators potential skills in teaching-learning: they should have career security.

4. Government financial support: the government should allocate sufficient budget for conducting lifelong learning activities.
5. The participation and management of the local leader and community committee: the local leaders such as headman, abbot, retired civil servant, teacher, etc. play an important role in persuading their villagers to attend the lifelong learning activities.
Factors of Effective Delivery Mechanisms for Lifelong Learning Activities

6. Sufficient learning materials and media: Community learning Centres should provide sufficient and up to date supplementary learning materials or journals.

7. The Community Learning Centre location: the regular delivery of all types of learning materials can reach the target learners.
Factors of Effective Delivery Mechanisms for Lifelong Learning Activities

8. The potential leaders: the ONIE facilitator should seek potential leaders to provide cooperation in planning and implementation.

9. Developing community activities continuously: the ONIE facilitators should insist community members continue their own development.
10. Networks promotional coordination: the ONIE facilitators should seek networks for sharing views, investment and participation. Coordinating with the networks from government and NGOs as well as local organizations, local elders, business operators and all forms of public relations for gaining good cooperation and support.

11. Good governance in management system: should promote good management in the form of committees under the transparency or good governance system.
12. Recognition of knowledge and experiences of local people: the ONIE facilitators should recognize the expertise of local elders and pay respect to the community culture.

13. Building up motivation by undertaking study visits on the activities in promotion of income generation and reduction of expenses.

14. Monitoring and supervision: A monitoring and supervision system should be set up in order to follow-up the learning activities regularly.
Suggestions

• Improving the status and quality of non-formal education facilitators by reinforcing moral support, increasing their allowance or offering the social or security welfare.

• Developing the teaching-learning skills of ONIE facilitators through e-Learning, pre-service or in-service training programmer, self-study, distance learning, etc.
Suggestions

• Using the ICT network for creating the community base-line system for network linkage in conducting lifelong learning activities.
Conclusions

• In a learning society, The learning activities always ongoing dynamic.

• Creating the atmosphere of a learning society can contribute to lifelong learning. The Community Learning Centre developed in order to achieve the learning needs of learners and enhance the quality of people live.

• The Community Learning Centre for decentralization of educational power to the local administration in order to undertake lifelong learning activities.
Conclusions

• By local participation and self-management, and the local administrative organization will increase efficiency in providing educational services which will lead to educational quality improvement.

• People participation and community committee management as well as the teaching and learning strategies of facilitators will be the important factors that contribute to the success of conducting lifelong learning activities in the Community Learning Centres.