COMMUNITY LEARNING CENTRES:
ASIA-PACIFIC REGIONAL CONFERENCE REPORT
CONTENTS

ACKNOWLEDGEMENTS ........................................ III
EXECUTIVE SUMMARY ....................................... 1
1. INTRODUCTION .............................................. 4
   1.1 Background ............................................. 4
   1.2 Objectives of the Conference ....................... 5
2. SUMMARY OF PRESENTATIONS AND DISCUSSIONS .......... 6
   2.1 Introduction ........................................... 6
   2.2 Update on Literacy Status in the Asia and Pacific Region . 7
   2.3 Decentralized Programme Delivery of Literacy and Continuing Education Including the Community Level . 7
   2.4 Literacy Policies and Planning Including Acceleration to Achieve EFA Literacy Goals .................. 9
   2.5 Quality Assurance, Monitoring and Evaluation .......... 11
   2.6 Innovation for Sustaining Community-based Literacy and Continuing Education Delivery Mechanisms .......... 12
   2.7 Emerging Learning Content for the Twenty-First Century Delivered to CLCs .................................. 13
   2.8 Effective Application of ICT in Literacy and Continuing Education ........................................ 14
   2.9 Global Initiatives and Regional Networks ................ 15
   2.10 Lessons Learned from Study Visits .................... 16
   2.11 Literacy Assessment and Monitoring Programme (LAMP) .......... 16

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This Report on the Regional Conference on Community Learning Centres held on 31 August to 3 September 2011 in Bangkok, Thailand was compiled by the Sirindhorn Institute for Continuing Education and Development (SICED), UNESCO Bangkok. This summary of proceedings is based on the presentations, discussions and reflections of participants, speakers and resource persons.

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EXECUTIVE SUMMARY

The Community Learning Centre (CLC) Project was launched in 1998 in the framework of the UNESCO Asia-Pacific Programme of Education for All (APPEAL). The purpose of CLCs is to promote human development by providing opportunities for lifelong learning to all people in local communities. CLCs support empowerment, social transformation and improvement of the quality of life. The main functions of CLCs are to provide: (a) education and training, (b) community information and resource services, (c) community development activities, and (d) co-ordination and networking.

The presence of CLCs in some countries in the region has greatly expanded. CLCs have been largely serving people at the grassroots level in more than 20 countries in Asia and Pacific. However, it has been difficult to keep all CLCs functioning at a high standard. Rapid expansion of the number of CLCs has sacrificed the quality of their programme delivery in some countries. Inadequate technical support, poor infrastructure, lack of resource materials, lack of space for discussions, and lack of capable human resources are the main reasons for low performance. A set of standards and a system for quality assurance need to be developed in those countries to improve the quality of the programme. Decentralization of the delivery mechanism and management of CLCs has been promoted and countries face difficulties to put it into practice effectively.

The Conference intended to exchange experience and ideas on the six key issues facing CLCs and to increase knowledge for effective operation and implementation of CLC/Literacy/NFE programmes. The six key issues are:

1. Quality assurance of CLCs
2. Regional exchange and platform of CLCs
3. Decentralization and management of CLCs
4. Learning content for the twenty-first century (Equivalency Programmes and Education for Sustainable Development)
5. ICT and NFE
6. Literacy assessment and monitoring programmes (LAMP) for monitoring literacy skills levels of the population in host countries.

Results from the Conference can be concluded as follows:

1. Decentralized Programme Delivery of Literacy and Continuing Education, Including at the Community Level

Enabling policies and regulations are the prerequisite for establishing an effective mechanism of programme delivery. Importance shall be given to a clear government structure and roles of government from the local to national levels, which support transparency and accountability. Continuous capacity development at all levels is crucial to make the mechanism work effectively. At the community level, the enhancement of capacity and ownership with strong local leadership is essential.

2. Literacy Policy and Planning to Accelerate Achievement of the EFA Literacy Goal

Legislation for NFE as well as National Plans play an important role for scaling up and speeding up the attainment of the literacy goal. In order to make well developed and effective policies and plans, we need more evidence-based analysis, consultations and discussions. Prioritization is critical to make policies and plans more realistic and feasible to implement rather than just creating a long list of activities. Well co-ordinated UN agencies and donor groups with sound policy documents were found effective to convince government authorities and ensure a reasonable budget. Literacy needs to be linked to other sectors to ensure fund mobility. For formulation of policy and planning, credible data and information are essential. Expanding post-literacy programmes is also necessary.

3. Quality Assurance: Monitoring and Evaluation

Multiple aspects of CLC programmes need to be assessed. The purpose of an assessment should be clear to ensure concrete follow-up actions. It is important to focus on an assessment of quality and not be restricted to only assessment of quantity. Assessment needs to be conducted and
participated in, not only by internal and external evaluators, but also by people in the community who manage and benefit from CLC activities. It is important to create a quality assurance system with clear standards which can regularly monitor and evaluate the programmes of CLCs in terms of their delivery and achievements.

4. Innovation for Sustaining Community-based Literacy and Continuing Education Delivery Mechanisms

An interesting case, Early Literacy Experiences, illustrated how lighting from solar energy could sustain the learning centres and also serve as an entry point to learning. Learning needs to be rooted in the cultural context. Diversified learning curricula which relate to improved living conditions and the clear roles of stakeholders in CLCs, are important factors to sustain the centres in Bangladesh. Synergy of community ownership and external support are also important to ensure the sustainability of CLCs. It is also important to ensure “readiness” of a community prior to opening a CLC. Likewise, both the capacities of community and of external supporters need to be built to understand the local context and mechanisms for success, and to decide how best to provide external assistance.

5. Emerging Learning Content for twenty-first Century Delivery to CLCs

Learning is at the core of coping with change. Learning needs are diversified in a world of constant change and flux. Information and communication technologies (ICT) have the potential to work as an engine for change and to create networks. Connecting people and encouraging collaboration among people will be an effective approach to emerging learning content. Approaches that combine new technologies such as ICT, traditional media such as newspapers and community radio should be sustained. Concentration of knowledge and skills continues to take place and we face increasing polarization which represents a socio-economic divide. Continuous professional development is more important than ever. Learning needs should be constantly reviewed. Whatever the approaches and content of learning are, it is important to recognize that human beings and sustainability are at the centre of learning for a harmonization of environmental well-being, economic viability and a more just society. In addition to the four pillars of learning, learning to know, learning to do, learning to be, and learning to live together, which UNESCO promotes, the 5th pillar, “learning to transform,” shall be added to build a sustainable future.

6. Effective Application of ICT in Literacy and Continuing Education

Learning can be more effective through the use of ICT. It is important to recognize and advocate that ICT is not a replacement of the traditional tools for learning, but rather a supplement to enhance learning. In order to efficiently use ICT in education and learning, capacity development at all levels is necessary, especially for teachers and facilitators. ICT devices proved to be effective to attract and connect learners in Pakistan and the Philippines. Traditional ICT tools like television and radio are still useful for education and learning. To address equity issues it is crucial to narrow the digital divide. Issues of information filtering were raised without detailed discussion or conclusion.

7. Global Initiatives and Regional Networks

Each country is expected to report to UNESCO on the progress of implementing the CONFINTEA Belem Framework for Action and UN Literacy Decade. The national reports will be synthesized and published as “Global Report on Adult Learning and Education 2” (GRALE 2). In the GRALE 1, inputs from Asia and Pacific countries were not well represented since only 63 per cent of countries from this region submitted their national reports.

The reporting process shall be used to further enhance advocacy and capacity building in the field of adult education in target countries. In addition to international, regional and national networks, subregional cooperation needs to be enhanced to promote exchange and sharing of ideas, experiences and resources. The idea and potential of an International CLC Association at regional and subregional levels were well appreciated. However, more discussion will be required on its standards and policies of membership, an accepted definition of CLC, and its function among
stakeholders. Due to the rapid advancement and affordability of ICT, connecting CLCs across countries has become easier through social networks like Facebook. Mutual learning and information sharing can be promoted more widely among CLCs. LIFE portals are being created for nine LIFE countries in the Asia-Pacific region. They will function as a platform to collect documents and materials for knowledge sharing, as a discussion forum in LIFE countries and to help accelerate programmes to meet the EFA literacy goal.
1. INTRODUCTION

1.1 Background

The Community Learning Centre (CLC) Project was launched in 1998 within the framework of the UNESCO Asia-Pacific Programme of Education for All (APPEAL). The purpose of a CLC is to promote human development by providing opportunities for lifelong learning to all people in the local community. CLCs support empowerment, social transformation and improvement of the quality of life of the people. The main functions of CLCs are to provide: (a) education and training, (b) community information and resource services, (c) community development activities, and (d) coordination and networking.

There are various types of community learning centres and terms used to describe them in Asia and Pacific countries. Some CLCs are supported by governments, some by NGOs and donors, while others are fully owned and managed by communities. There are also adult/youth literacy centres which were designed after CLC concepts and approaches and which function like CLCs. Today, CLC programmes are operating in more than 24 countries throughout the Asia-Pacific region as well as 10 countries in the Arabic speaking world. The number of CLCs and similar NFE/literacy centres is estimated to be more than 170,000 in Asia and the Pacific (UNESCO Bangkok, 2008).

Because of the rapid expansion of CLCs in some countries in the region it has been difficult to maintain high standards. Expansion of CLCs has sacrificed the quality of programme delivery. Inadequate technical support, poor infrastructure, lack of resource materials, lack of space for discussions and lack of capable human resources are the main reasons for poor performance. A set of standards and a system for quality assurance needs to be developed. Decentralization of the delivery methods and management of CLCs have also been important issues.

It is only natural that CLCs should address the skills needed in the twenty-first century. However, there is a great variation in the range of services offered through these non-formal and community-based mechanisms for the delivery of education and skills training programmes such as literacy, post literacy, income generating skills, life skills and vocational skills. Also, in responding to the needs of various countries, issues like mother language literacy, conflict resolution and prevention, and peace-building can be covered by the CLCs. Training in the use of information and communication technology (ICT) which broadens the horizons of education beyond the classroom into the community and makes learning individualized as well as self-directed, should also form part of the various curricula employed in these centres.

It is also important to enhance regional collaboration and co-ordination in order to operate CLCs effectively and efficiently. The APPEAL Regional Training Consortium (ARTC) comprises 13 technical institutions in 13 countries in Asia and the Pacific. ARTC is tasked to co-ordinate governments, NGOs, universities, donors and the private sector for the promotion of lifelong learning and NFE through CLCs.

Changing the notion of “literacy” from simply reading and writing skills to the continuum of learning for life skills and lifelong learning, demands a new method of measuring literacy. Implementation of assessment tools like LAMP will help countries to better understand the literacy skills of their populations. The results, comparable across the countries, will also help to design appropriate programmes to be delivered through CLCs based on learners’ literacy levels.

1.2 Objectives of the Conference

The Conference intended to exchange experience and ideas on the six key issues facing CLCs and to increase knowledge for effective and efficient operation and implementation of CLC/Literacy/NFE programmes. The six key issues are:

1. Quality Assurance of CLCs
2. Regional Exchange and Platform of CLCs
3. Decentralization and Management of CLCs
4. Learning Content for the Twenty-First Century (EP and ESD)
5. ICT and NFE
6. Literacy Assessment and Monitoring Programmes (LAMP) for Monitoring Literacy Skills Levels of the Population in Host Countries
2. SUMMARY OF PRESENTATIONS AND DISCUSSIONS

2.1 Introduction

In opening the conference, Dr. Chiyos Imsuwan, Deputy Secretary-General, Office of the Non-Formal and Informal Education (ONIE), Ministry of Education, Thailand noted that ONIE has worked constructively with UNESCO for many years. He observed that plenty of programmes, projects and conferences have benefited many countries in the region, particularly in CLC development. ONIE is willing to share its valuable experience and lessons learned with other countries in the region.

Mr. Takashi Asai, Director, Office for International Cooperation, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan explained that the Japanese Government started to assist the CLC programmes through UNESCO's Bangkok Office using Japan Funds in Trust (JFIT) from 1992. It judged that CLCs are effective and useful for promoting literacy education in non-formal education. He also shared the successful history of Kominkan which is a community learning centre to provide multiple learning programmes in Japan. Lastly, he noted that CLCs are venues to introduce elements of ESD (Education for Sustainable Development) and to promote unification of Education for All (EFA). He hoped that this regional Conference will deepen mutual understanding of the CLC situation in each country, help resolve problems and provide an opportunity for quantitative and qualitative development of the centres throughout the Asia-Pacific region.

Mr. Gwang-Jo Kim, Director, UNESCO Asia and Pacific Regional Bureau for Education explained that almost two decades ago, UNESCO Bangkok began its programme of support to Member States to pilot community-based learning through CLCs. The number of CLCs in this region exceeds tens of thousands operated in more than 24 countries. Many CLCs also operate in other regions of the world. UNESCO facilitated exchange of dialogue and
lessons learned among countries developing their own CLCs. UNESCO also mobilized regional experts, such as ARTC (APPEAL Resource and Training Consortium) to produce generic materials for local adaptation in Member States for community-based learning. Over the years, governments have become increasingly aware of the potential of CLCs in their efforts to achieve EFA goals and the multiple benefits that CLCs bring to individuals, communities and to the overall development of a country. CLCs have proved effective in reaching the unreached groups and in delivering skills and knowledge to under-served groups. At the same time, there are challenges in delivering learning programmes in good quality, especially when the programme is rapidly expanded. The reasons include a lack of quality standards or benchmarks of CLC programmes in national policies and programmes and static decentralization of delivery and management of CLCs. However, Mr. Kim expressed his strong belief that CLCs, through their flexibility and diversity, have the power to contribute to the development of a learning society to meet the learning needs of disadvantaged people.

2.2 Update on Literacy Status in the Asia and Pacific Region

Mr. Abdul Hakeem, Education Adviser and Co-ordinator, Asia-Pacific Programme of Education for All (APPEAL) UNESCO Bangkok shared facts and figures of the literacy situation in the Asia-Pacific region. He noted literacy challenges in the region as follows:

- Slow progress, there is an urgent need to accelerate it.
- Absolute number of illiterates is increasing in some countries.
- Significant difference between youth and adults in literacy rates and number of literacy is an issue for both the old and the young.
- Disparities (by sex, location, caste, ethno-linguistic groups, wealth etc.) in adult and youth literacy are not being effectively addressed.
- Tested vs. reported literacy rates differ considerably.
- The 3-pronged approach to literacy is not receiving attention.
- Effective practice/pilot projects are not scaled up.
- It is now less than five years before the EFA target year. There is a need for faster action to scale up good practice and to speed up progress.
- Literacy needs to be better understood.
- Reliability of assessment methods is questionable.

Mr. Hakeem also expressed his views to scale up literacy in the region as follows:

- Building partnerships, appropriate finance and creating a good learning environment are needed to accelerate literacy.
- Major factors, for example community ownership, resource mobilization, capacity building, linkage and networks, monitoring and evaluation, and political support, are helpful in accelerating literacy.
- Tapping the potential of ICT and inter-sectoral dialogues towards improving functional literacy not just basic literacy, should be taken into consideration.

2.3 Decentralized Programme Delivery of Literacy and Continuing Education Including the Community Level

Dr. Wilekha Leesuwan, Director, Chiangrai Provincial Office of the Non-Formal and Informal Education, Thailand explained that CLCs in Thailand originated from “Village Newspaper Reading Centres” in 1972. The concept of the CLC as a lifelong learning centre was initiated in 2004. At the present time, there are over 8,000 CLCs under the Office of the Non-Formal and Informal Education (ONIE). Each CLC functions as (a) information centre, (b) community centre, (c) opportunity centre, and (d) NFE activity centre to promote and provide lifelong learning based on the real needs of the community. She noted that Thailand has clear policies at all levels to promote lifelong learning while ONIE has its own Act namely “The Promotion of Non-formal and Informal Education Act 2008” to support delivery of literacy and continuing education through CLCs. Delivery of all programmes
is decentralized to CLCs. In practice this means that management and activities are in the hands of CLC teachers/facilitators and committees. Teachers/facilitators together with the CLC committee are responsible for mobilizing community resources, encouraging community participation, and co-operating and networking with government and non-government organizations for promoting and providing lifelong learning activities.

Mr. Hari Trinurawan, Head of Institution Section, Directorate for Development Community Education, Indonesia presented his country’s CLC concept, “from, by and for the Community” for a better quality of life. He explained that 57 per cent of CLCs are owned by community organizations and foundations while only 2 per cent are owned by the government. Ninety-five per cent of CLCs are not accredited yet. He also noted that regarding decentralization of non-formal education delivery, Indonesia has Law no. 32, year 2004, on autonomy which regulates the authority and responsibility distribution among the central, provincial and district/city governments. The roles and functions of each institution at each level are as follows:

- **MONE (Ministry of National Education)** is responsible for national planning, financing, monitoring and evaluation.
- **NIEDC (Non-formal and Informal Education Development Centre)** develops new policies and programmes in non-formal and informal education to be implemented nationally.
- **NIERDC (Non-formal and Informal Education Regional Development Centre)** is responsible for developing new policies and programmes in non-formal and informal education to be implemented regionally.
- The Provincial Education Office is responsible for provincial planning, financial distribution, monitoring and evaluation.
- **PLADC (Provincial Learning Activity Development Centre)** develops new policies and programmes in non-formal and informal education to be implemented in the provinces.
- **The District Education Office** is responsible for district planning, supervising, monitoring and evaluation.
- **DLAC (District Learning Activity Centre)** is responsible for developing new programmes in non-formal and informal education to be implemented in the districts.
- **CLC** is responsible for community needs assessment, planning and implementing the learning programme and reporting.

Ms. Cai Yan, Deputy Director, Division of Adult Education and Training, Ministry of Education, China explained that Chinese community education started in the mid 1980s. From 2001 until the present day, the Ministry of Education has established 136 experimental district education centres to learn the most effective way to implement such a system. She explained the characteristics of the community education system whereby the government provides directions while the Ministry of Education is responsible for the management of such directions. Relevant government departments form partnerships with various community support groups. Finally, community initiatives are undertaken by the community for the community.

Ms. Cai also shared that there are three groups of community education management and teaching staff. The first group is full-time in community education management and teaching; the second group is part-time; and the third group are volunteers. In terms of community education funding sources, revenue comes from the local government, social support groups and individual fees. Fundraising activities would be part of the funding formula. She noted that to strengthen the standard of community education, in August 2010 the Ministry of Education stipulated “the Community Education Model Area Evaluation Standard”.
2.4 Literacy Policies and Planning Including Acceleration to Achieve EFA Literacy Goals

Dr. Om Prakash Bhuraita, Director, State Resource Centre, Himachal Pradesh, Shimla, India presented “Saakshar Bharat” which is a Government of India initiative launched by Prime Minister, Dr. Manmohan Singh to create a literate society through a variety of teaching-learning programmes for non-literate and neo-literate of 15 years and above. It was launched on 8 September, 2009. It aims to recast India’s National Literacy Mission to focus on literacy of women, and is expected to increase the literate population by 70 million adults, including 60 million women. He also explained that Adult Education Centres (AEC) at the panchayat (local government) level will serve as nerve centres to promote a literate society. AECs will have different activities such as library/reading centres, recreational and sport activities, group discussions, teaching-learning centres, skill development training and cultural activities.

Dr. Om concluded that for a literate society it is essential that:

- Children in the 1-6 age group go to anganwadis.
- Children in the 6-14 age group go to school.
- Non-literate in the age group of 15+ go to learning centres (LCs).
- All others go to Adult Education Centres (AECs).

Mr. Shigeru Aoyagi, Director, UNESCO Kabul, Afghanistan explained that the situation in Afghanistan is severe but there is a strong will. Literacy is targeted in the national constitution (article 44) and in the Ministry of Education’s National Education Strategic Plan II (2010-2014). LIFE was also adopted as the national literacy framework since 2007. A budget of 352 million US dollars or 6.1 per cent of the total government development budget was allocated for literacy (NESP II). Mr. Shigeru added that currently there are 13 CLCs in Afghanistan. The establishment of 412 CLCs will be done by 2014 (NESP II). The major literacy programmes in Afghanistan are (a) UNESCO: Enhancement of Literacy in Afghanistan (ELA), (b) UN-Habitat: The
LCEP – 2 (Learning for Community Empowerment Programme – Second Phase), (c) UNICEF: Women’s Literacy Programme, and (d) Literacy courses operated by the Literacy Department, Ministry of Education.

Mr. Chu Shiu-Kee, UNESCO Bangkok, Thailand explained that for EFA goal 4 on literacy, the world adult literacy rate is rising too little and too slowly. This may have been caused by fast population growth, inadequate Universal Primary Education (UPE) and a poor literate environment. He also noted that at least 10 Asia-Pacific countries are lagging behind the EFA literacy goal. These countries are Afghanistan, Bhutan, Bangladesh, Pakistan, Timor-Leste, Nepal, Papua New Guinea, India, Lao PDR, and Cambodia. India, China, Pakistan and Bangladesh have the largest adult illiterate populations, totalling 438 million in 2006. Mr. Chu provided some recommendations of End of Decade Note for EFA Goal 4 on literacy as follows:

• Establish/reinforce literacy co-ordination mechanisms at national and local levels;
• Update literacy situation analysis using the latest population census data, and literacy partnership mapping;
• Formulate credible country literacy acceleration plans (CLAP); integrate them into national development plans and strategies;
• Mobilize adequate funding for literacy from all sources;
• Expand post-literacy and continuing education programmes to sustain literacy skills and promote lifelong learning;
• Strengthen research and capabilities of literacy and NFE personnel in conducting literacy needs assessment, policy analysis and formulation, strategic planning, partnership building, co-ordinating networks, promoting innovation, facilitating sharing of experience and resources, monitoring and evaluation.
2.5 Quality Assurance, Monitoring and Evaluation

Ms. Bui Thanh Xuan, Research Centre for Non-Formal Education (RECENFED), Vietnam Institute of Educational Sciences (VNIES), Ministry of Education and Training, Vietnam explained that CLCs in Vietnam were piloted in 1997. From 2001, the expansion of CLCs increased tremendously to 10,696 today. She also expressed that the following be taken into account during CLC assessment:

- Rapid expansion vs. limited quality in programmes and operation
- Limitations in quality assurance only ~ 30 per cent operating well (a general observation, not evidence-based)
- Lack of reliable data for planning, monitoring and evaluation
- Local needs and central management purpose
- Concerns of related parties

Ms. Xuan also shared the 8-step assessment procedure as follows:
1. Bureau of Education and Training (BoET) develops a detailed plan for assessments and informs CLCs and Commune People’s Committees;
2. The CLC director prepares an annual report;
3. The CLCs Management Board prepares an external and internal efficiency assessment;
4. The external efficiency report from CLCs will be sent to and reviewed by other relevant stakeholders at the commune (line sectors, mass organizations, private business) in a meeting to validate the CLC’s self-assessment. Then Assessment reports (internal and external) will be forwarded to the BoET.
5. BoET reviews assessment reports and compiles a final assessment of the CLC’s external and internal efficiency;
6. BoET also provides recommendations to the CLC on improving its efficiency;
7. CLC Management Board acknowledges comments from BoET, develops its next work plan and sends to the BoET;
8. Annually, BoET provides DoET and the local People’s Committee with a report on CLCs. DoET will then send the reports to MoET and the provincial PPC. MoET distributes assessment results to related ministries and mass organizations at the central level to improve the policy and support for CLCs.

Mr. Gopal Prasad Bhattarai, Deputy Director, Non-Formal Education Centre (NFEC), Nepal reported that the first three CLCs in Nepal were established as a pilot in 1998. At the present time there are 1,831 CLCs under the initiative of the government in addition to NGO support for 10. He explained that assessment of CLCs is carried out through (a) regular monitoring by resource persons, school supervisors and other personnel through their respective district education officers, (b) annual observation by a team comprising NFEC personnel, selected CLC members and school supervisors from selected districts, and (c) a commissioned study which is an independent assessment of CLCs carried out with the assistance of UNESCO Kathmandu.

Dr. Hae-Young Lee, Director, National Institute for Lifelong Education (NILE) Research and Resource Initiatives, South Korea explained that the Academic Credit Bank System (ACBS) was first suggested by the Presidential Commission on Education Reform in 1995. In 1998, an accreditation system and standardized curriculum were developed by Korean Educational Development Institute (KEDI) and in 2008 NILE took over from KEDI and has supervised ACBS ever since. Dr. Lee explained the working cycle of ACBS. ACBS accepts learning experience at schools and in life, accredits them, and confers degrees to promote a lifelong learning society. She added that individuals get academic credits from diverse channels such as national certificates or recognized private certificates, credits from recognized prior colleges and universities, recognized traditional crafts certificates, courses provided by ACBS affiliated institutions, bachelor’s degrees for the self-educated, and part-time non-degree courses and programmes from colleges and universities.
2.6 Innovation for Sustaining Community-based Literacy and Continuing Education Delivery Mechanisms

Ms. Keerti Jayaram, Organization for Early Literacy Promotion/Barefoot College, India noted that sustainability of community-based literacy and continuous education delivery mechanisms depends on two major principles: (a) learning needs to be rooted in the socio-cultural contexts within which it occurs, and (b) the local communities need to be in charge. CLCs/night schools are geared to local contexts such as convenient timing, suitable location and meaningful content. Ms. Keerti introduced a case of night schools using solar lamps made by barefoot solar engineers because there is no electricity in that area. Ms. Keerti also pointed out the importance of close interaction with the mainstream state schools, building linkages between the community and the learning centres, village level meetings, getting parents to monitor their children’s progress, and monthly discussions among community teachers, parents and community members to bring about community participation.

Mr. Kiichi Oyasu, Programme Specialist, UNESCO Dhaka presented findings from Sustainability of Community Learning Centres: Community Ownership and Support – Asia-Pacific Regional Action Research Studies UNESCO Bangkok 2011. They are: (a) participation is more active if CLCs are run by community leaders whereas they are low active to passive if run by external organizations, (b) external interventions range from both positive and negative; effectiveness of the programmes depends on community readiness through community contextualization, attitude and approaches of external agencies, and (c) sustainability of CLCs depends on finance, capacity building of CLC facilitators and of stakeholders to empower them to be self-sustaining and autonomous, and community contributions and external support. He concluded that “sustaining of CLCs is sustaining of NFE”.
Mr. Ehsanur Rahman, Executive Director, Dhaka Ahsania Mission, Bangladesh presented two major factors contributing to sustainability of CLCs. They are (a) diversity of programmes such as adolescent and adult literacy programmes, advanced literacy programmes, primary education, non-formal primary education for out-of-school children, non-formal secondary education, vocational education – short course and vocational education – basic business trade and (b) sharing the roles of stakeholders such as sponsorship, technical support, financing, support for management capacity development, supply of materials and equipment, sharing management responsibilities and expanding networks.

He also noted that CLC networking is a sustainable strategy to attain EFA goals.

Dr. Youngran Hong, Office of HRD and Lifelong Education Research, Korean Educational Development Institute (KEDI), South Korea touched on the diversity of NFE and literacy activities. They include literacy education, foreign language certificate classes, computer certificate classes, employment and business start-up courses, employee performance improvement education courses, religious education classes, ecology classes, family life classes, music classes, local community leadership courses, sports classes and health and medical care classes.

He added that adult literacy education is supported by other organizations as follows:

• The Ministry of Education, Science and Technology establishes a basic plan and conducts the monitoring of the project.
• The National Institute for Lifelong Education (NILE) carries out detailed project and supports the project’s operation.
• The local governments support learners participating in literacy education institutions and programmes under the Ministry of Education, Science and Technology and NILE.

Ms. Abigail Cuales Lanceta, Programme Officer III, Southeast Asian Ministers of Education Organization Secretariat (SEAMEO Secretariat), Thailand presented a framework for twenty-first century education with twenty-first century learners as follows:

• Develop twenty-first century skills – information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills
• Teach and learn using twenty-first century teaching and learning tools – computers, online networking tools, audiovisuals, and other multimedia tools
• Teach and learn in a twenty-first century context – making content relevant to students’ lives, bringing the world into the classroom, taking students out into the world,
• Teach and learn in a twenty-first century contents such as global awareness, civic literacy and health literacy, and financial/economic/business literacy
• Measure using twenty-first century assessments – measure both core subjects and twenty-first century skills such as interpersonal skills and measure what we value

Ms. Tomoko Shibao, Deputy Director, Programme Department, ACCU, Japan presented “Education for Sustainable Development (ESD) and CLC”. She shared with the participants the four major thrusts of ESD as follows:

1. Improving access to quality basic education
2. Reorienting existing education programmes
3. Developing public understanding and awareness of sustainability
4. Providing training

She also presented two cases of ESD, one implemented in a CLC in Sabah, Malaysia and the other implemented in a CLC/Kominkan in Okayama, Japan. The first case in Sabah is “Moyog Family Literacy Project” which aims...
to build and elevate the literacy capacity of rural families in their native language (Kadasandusun) so that they will be able to document aspects of their community that can help them provide a sustainable future for their children and the next generation. The second case in Kyoyama Kominkan where many ESD projects were launched includes "Okayama KEEP Study Group" which was planned and administered by junior and senior high school students, and "Movie Kyoyama" that aims to foster cinematographic memoirs of the region that can be passed on to future generations. Other activities have been carried out that seek not only to educate but to also realize changes towards creating a sustainable society such as the "Kyoyama Personal Shopping Bag Contest", and the Kyoyama ESD "Paths of Greenery and Water" that aim to realize regional sustainable development through ESD.

2.8 Effective Application of ICT in Literacy and Continuing Education

Ms. Shaheen Attiq-ur-Rahman, Executive Director, BUNYAD Foundation, Pakistan made a presentation on "Mobile Phones for Literacy in Pakistan". She explained that poverty in Pakistan is severe. Women are at the bottom level of the economic pyramid and 65 per cent of all women are illiterate with 70 per cent of them living in rural areas. The BUNYAD Foundation in collaboration with UNESCO and other organizations such as Nokia and Mobilink launched the “Mobile Literacy Project” because communication through mobile phones and SMS is fun and habitual and learners can learn at anytime and anywhere. The project aimed to improve the quality of life of the women and reduce the gender gap in Pakistan. The topics of the SMS are diverse for example, holy Quran and hadis, health and child care, hygiene, nutrition, body care, environment, economy, livestock, general knowledge, skills, recipes, tips, riddles, jokes and poverty.

Steps in learning are as follows:

First month: provision of mobile phone and orientation, start receiving and sending messages, work on workbook and read it out loud repeatedly.

Second month: receive and send messages, work on workbook and read it out loud repeatedly, come to see teachers with questions and regular tests

Third month: receive and send messages, work on workbook, read it out loud repeatedly, reply to messages and answer questions, and come to see teachers with questions and regular tests

Fourth month: receive and send messages, work on workbook, read it out loud repeatedly, reply to messages and answer questions, and come to see teachers with questions and regular tests

Ms. Shaheen concluded that learners were excited to learn and there were no drop-outs. They learned how to read and write and to use a calculator. It was also found that messaging gave learners a better understanding of hygiene, nutrition, childcare, law and so on.

Ms. Leticia Telesforo, Education Program Supervisor I, Alternative Learning System, City Schools Division, Davao City, Department of Education Region XI, The Philippines summarized that in the twenty-first century we will be in the digital knowledge society with effective application of ICT in education becoming a big issue. In Davao City, the Department of Education Region XI has introduced e-learning with modules that are interactive and fun with audio and animation. The modules include links to online resources, interactive quizzes and forums. A learners’ electronic portfolio (a tracking system) was developed to serve this learning management system. Facebook and other websites are maximized for learning.

Ms. Batchuluun Yembuu, Director, National Centre for Non-Formal and Distance Education, Mongolia explained that in Mongolia, there are several ICT policy documents:
• E-Mongolia National Programme (2005-2012): ‘Computers for All’ programme, software outsourcing, 'DSL to Homes', e-government, the ‘Web for Each Organization, E-mail for Each Person’ project, and infrastructure development
• ICT Vision-2021
• ICT in Education Vision 2010 – the main document to guide ICT in education has four key components: training, hardware, teaching staff, information ware
• National Programme on Distance Learning (2002-2010)
• Education Sector Master Plan (2006-2015)
• Education National Programme (2010)

She then shared that Non-Formal and Distance Mongolia developed different types of ICT for promotion of literacy and continuing education. They are websites, CD-ROMs and mobile learning contents. Also developed is a web-based open resource www.nfde.mn where learners can download diverse content such as literacy education materials, equivalency programme, training modules, international documents, video lessons, newsletters and ESD materials.

2.9 Global Initiatives and Regional Networks

Ms. Rika Yorozu, Programme Specialist, UNESCO Institute for Lifelong Learning (UIL), Germany addressed a key recommendation of the Belém Framework for Action (BFA), to create “multi-purpose community learning spaces and centres”, as an important means of promoting greater participation in adult learning. She also discussed the role of the community in the governance of adult education policies and programmes.

Mr. Buhai Simanjuntak, Advisor of the Indonesian Community Learning Centre, Indonesia addressed the significant impact CLCs have on improving the quality of life of the people at the grass-roots level and their contribution to sustainable development for urban and rural communities. CLCs are now recognized at all levels as a potential delivery mechanism for literacy and
continuing education. To strengthen and accelerate the quality, efficiency and effectiveness of CLCs, CLC networking needs to be institutionalized at national and international levels.

Mr. Ichiro Miyazawa, Programme Specialist, UNESCO Bangkok explained that due to the rapid advancement and affordability of ICT devices and communication costs, networking among CLCs can be effectively done through a social network like Facebook. People can easily communicate, learn and share documents/materials on NFE and CLC through social network anytime and anywhere. It is meaningful to promote horizontal connections among CLCs in the country and over countries. UNESCO Bangkok started a pilot activity connecting CLCs though a social network. Mr. Miyazawa also introduced the LIFE portals created for nine LIFE countries in the Asia-Pacific region. He presented that portal sites function as a platform/library for accumulating information and materials, sharing information and for discussion. http://www.literacyportal.net/

2.10 Lessons Learned from Study Visits
Key findings from the study visit at Wat Thakarong and Koh Rian (CLCs organized by ONIE) are as follows:

- CLCs promote and provide diverse activities responding to the needs of communities. Activities of the two CLCs are programmes on literacy promotion, NFE basic education and continuing education including education for vocational development, education for life skills development, education for social and community development.
- Networking with government and private sectors contributes to the success of NFE programmes run by CLCs. In this study visit, Wat Thakarong, a Buddhist temple and Koh Rian Sub-district Administrative Organization allowed NFE to establish a CLC in their area and also provided funds for mobilizing NFE activities.
- Decentralization in delivery of CLC activities is in the hands of CLC teachers and CLC committees while the NFE district office supports and facilitates CLC activities. In addition, this year ONIE established NFE sub-district offices all over the country.
- ICT and diversity of learning-teaching materials at CLCs are impressive.
- However, it is observed that ownership and participation of community people and capacity building of both CLC teachers and CLC committees need to be improved.

Key findings from the study visit at Bangsai Arts and Crafts Centre (CLC organized by private sector/SUPPORT foundation) can be concluded as follows:

- It was exciting to learn that this centre was open only for poor farmers selected from different provinces nationwide. It provides training in 30 vocational areas without charging the learners.
- All products are sold at the centre and at all branches of the “Chitrada Store” all over Thailand.
- Bangsai Arts and Crafts Centre was opened to preserve the Thai arts and cultural heritage and craftsmanship (local wisdom).
- Besides vocational training, the centre promotes basic education by inviting the Bangsai District Non-Formal and Informal Education Centre to provide NFE basic education.

2.11 Literacy Assessment and Monitoring Programme (LAMP)
Mr. Manuel Enrique Cardoso, UNESCO Institute for Statistics (UIS), Canada explained that literacy assessment is now based on the literacy definition 2003: Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in the community and wider society. He added that LAMP measures three domains as follows:
• Prose: reading of continuous texts
  - measured using items presenting texts organised in paragraphs
• Document: reading non-continuous texts
  - measured relying on items containing non-continuous texts organised in different formats (tables, schedules, charts, maps, etc.)
• Numeracy: computation and estimation
  - measured using items that require respondents to perform short mathematical tasks that use computing and estimating skills

Mr. Manuel concluded that there are still challenges in LAMP implementation because of different understandings about literacy, diversity of languages and cultures in different countries. He also suggested that when translating and adapting all reading exercises, structural differences in languages, scripts or numeral systems as well as socio-linguistic factors should be closely considered.