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LITERACY WATCH COMMITTEE OF NEPAL
BULLETIN NO. 9

Special Issue on

**Role of Community Learning Center for
the Promotion of Literacy and Quality of Life
*April 1999***

Editor-in-Chief

Mr. T.M. Sakya

Editorial ; Dkfb slo

Community Learning Center : Why and How ?

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One of the serious weakness of Literacy and Non -Formal Education in Nepal is that it is adhoc and one shot affair. Usually literacy class is conducted for six or nine months and then they disappear after the program. Similar is the case with out of school education classes. Due to the lack of a permanent institute at the village level, Literacy and Non-Formal Education (NFE) program could not provide functional education based on needs and problems of villagers. We often say that the Literacy and NFE program should be need based of the people and it should help the villagers to identify their real problems and help them to solve the problems through learning new knowledge and skills related to health, cleanliness, nutrition, family planning, environment etc. Similarly the functional literacy program should help the villagers to learn new skills and technology to improve their profession and their earning capacities.

Therefore, the concept of a Community Learning Center (CLC) came about exactly to solve those problems. Actually CLC is a multipurpose institute of the people, by the people, and for the people to promote learning new knowledge, skills and behaviors to improve people's quality of life and living standard.

At present many countries in Asia have set up such Community Learning Centers (CLCs). In Nepal a few CLCs have been set up. Some of them are showing good example what could be achieved through CLCs. This issue of the Literacy Watch Bulletin tries to explain various aspect of CLCs, so that people could promote more CLCs in Nepal.

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Editorial Board:

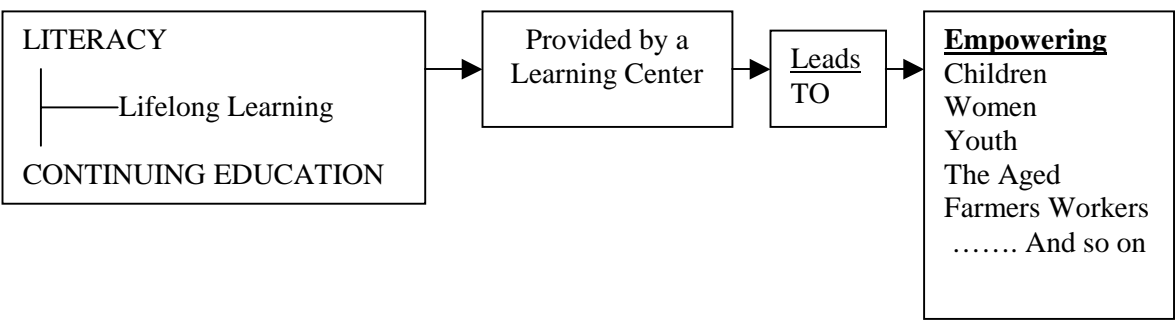
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What is Community Learning Center ?

"A community Learning Center is a Local Education Institute outside the formal education system, for villages or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life."

key role in personal and societal development. THEY ARE AN EFFECTIVE MECHANISM FOR EMPOWERING INDIVIDUALS AND PROMOTING COMMUNITY DEVELOPMENT. They achieve this providing opportunity for all members of society to engage in lifelong learning. This idea is illustrated below in figure.

The definition has important implications. Learning Centers play a

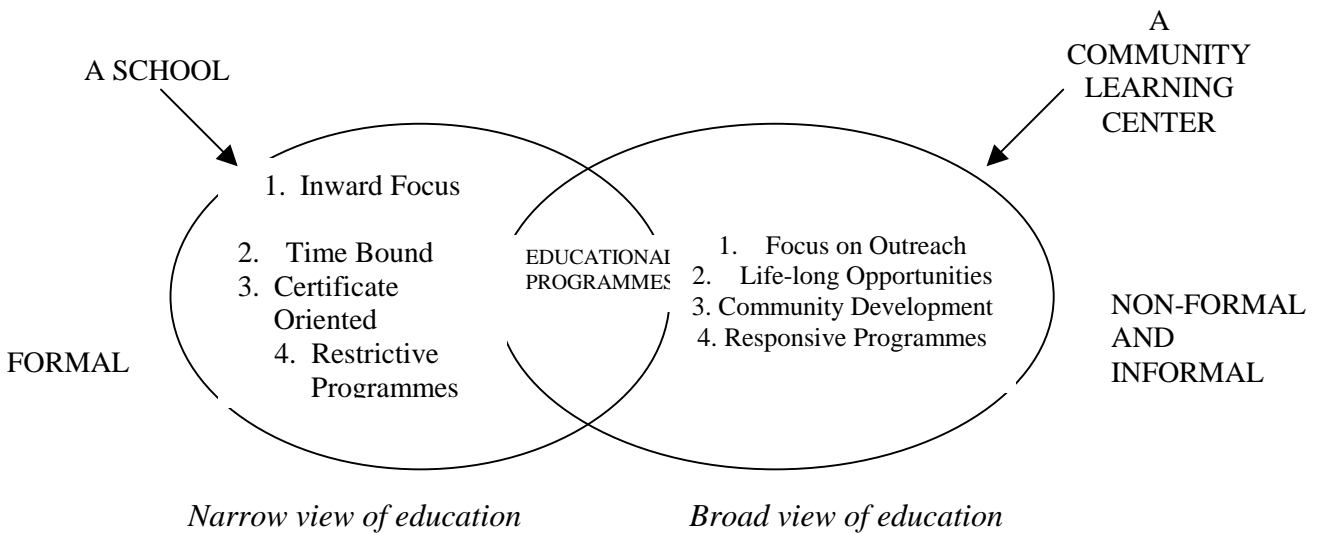


Learning Centers would tend to have the following characteristics:

- They cater for life long learning
- They reach out to the community
- They promote the development of a community
- Their programs are responsive to and reflective of the needs and aspirations of members of the community
- They draw their mandate from the community and serve the community

These ideas are summarized in the figure below which contrasts a formal education institution such as a school with a typical Learning Center.

Difference between school and CLC



Community Learning Center (CLC) and its Functions

The CLC could function as the venue for education and training activities, for community information and resource services, for community development, coordination and networking. The main idea is that a CLC is a revolving mechanism, which could aim at empowerment, social transformation and quality of life through lifelong learning, resource mobilization and social action. The activities should be flexible, participatory and allow for leadership to emerge from any member of the community, while support mechanisms are also made available through strengthened coordination, networking and partnership.

General Function of the Community Learning Centers are listed below :
Learning Centers Provide Venue for Learning and Development

I. EDUCATION AND TRAINING

- Provision of education and training activities for the community.
- Training of NFE and CE Personnel.

II. COMMUNITY INFORMATION AND DISSEMINATION OF RESOURCES

- Community information and resource services.
- Advisory and counselling services.

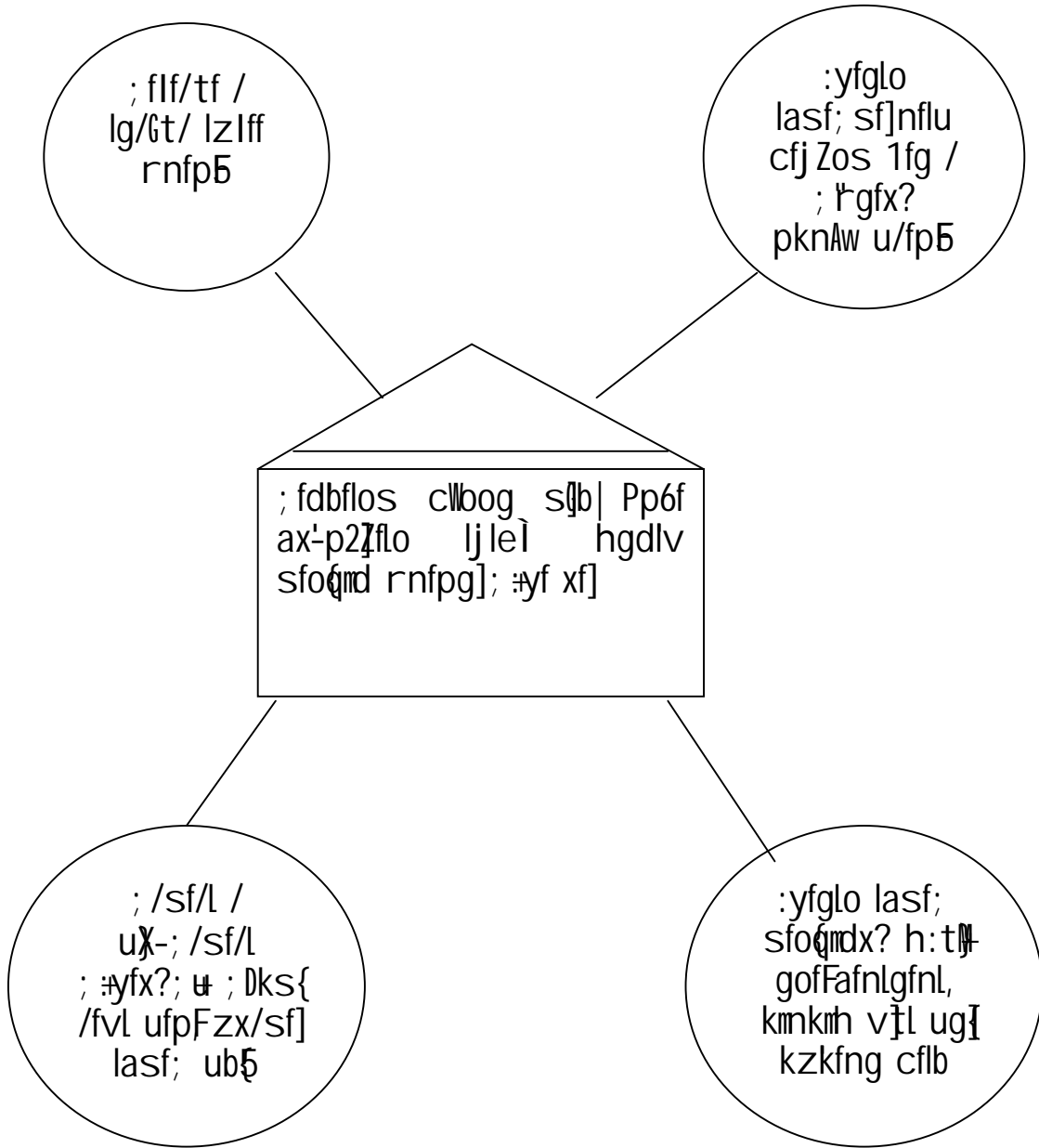
III. COMMUNITY DEVELOPMENT

- General community activities
- Community development projects.
- Future visioning.

IV. CO-ORDINATION AND NETWORKING

- Provision of linkages between GOs and NGOs.
- Promotion of lifelong learning.

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"Development does not start with goods; it starts with people and their education, organization and discipline".
- E.F. Schumacher, 1975

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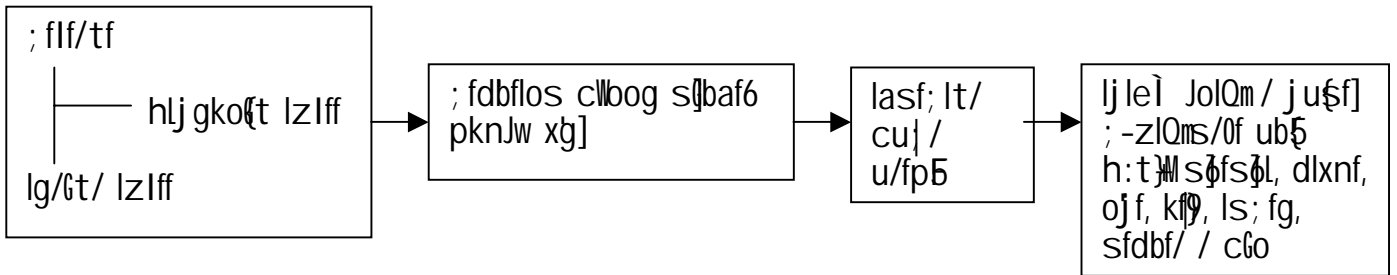
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Community Learning Centers of Different Countries

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Countries	Community Learning Centers of the Country	Education	Activities
1. China	Rural Community Learning Center	- Literacy and Continuing Education	<ul style="list-style-type: none"> - Using rural school to have CLC - Co-ordinate, conduct training on processing skill - Open communication - Awareness of education laws - Set up rural parents school
2. India	Participatory Community Center 'Lokshalas' Centers for Community Learning Center	- Literacy and Continuing Education	<ul style="list-style-type: none"> - Survey of the villages - Enumerating local resources and needs - Preparing learning materials - Training Campaign - Preparing activities and plan - Mobilization - Planning and management - Technical resource development
3. Myanmar	Community Learning Center	- Literacy and Basic Education	- CED activities (Continuing Education for Development)
4. Vietnam	Learning Center Committee	- Literacy and Continuing Education	<ul style="list-style-type: none"> - Organizing , facilitating , culture activities - New crops, small animals husbandry, small trades training - Health care, nutrition, family planning new seeds, technology, law, to inform the quality of life and increasing income
5. Pakistan	Schools/ Centers (The Prime Minister's Literacy Commission)	- Non-Formal Basic Education	<ul style="list-style-type: none"> - Community provides a place free of charge - local resource mobilization -

6. Bangladesh	Gram Shichya Milan Kendra- GO Ganokendra - NGO	- Post- Literacy - Literacy , Post-Literacy and Continuing Education	- Post Literacy materials development - Books, magazine, newspaper, playing materials - Planning and management - Materials (Technical resource development)
7. Papua New Guinea	Community Learning Center	- Literacy	- Mobilization of women - Local resource mobilization
8. Usbekistan	Community Learning Center -Rural School (Dominic Education)	- Community Learning Education Program and Pre-School Education	
9. Mongolia	Community Learning Center - Voter Education Centers	- Non-Formal Education	- Planning, implementation monitoring by the community - Community mobilization
10. Bhutan	Community Learning Center	- Post-Literacy	- Land and labour contributed by the people
11. Combodia	Community Learning Center	- Literacy	- Vocational education - Training - Technical assistance
12. Laos	Community Learning Center	- Literacy , Post-Literacy and Continuing Education	- Skill training - Information services - Organizations
13. Indonesia	Non-formal Education (Community dominant)	- Non-Formal Education	- Community conduct non-formal education voluntarily

The Rise of Community Learning Centers in Nepal

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The NRC-NFE has been a pioneering organization to promote CLC in Nepal. It has helped to set of eleven CLCs in Banepa, one each in six other villages, such as Chapagoan, Khokana, Sunakothi, Thecho, Bungmati and Siddhipur. Similarly it provides guidance and training to all NGOs supported by NFUAJ under the World Terakoya Movement The NRC-NFE is providing continuous back stopping to all CLCs.

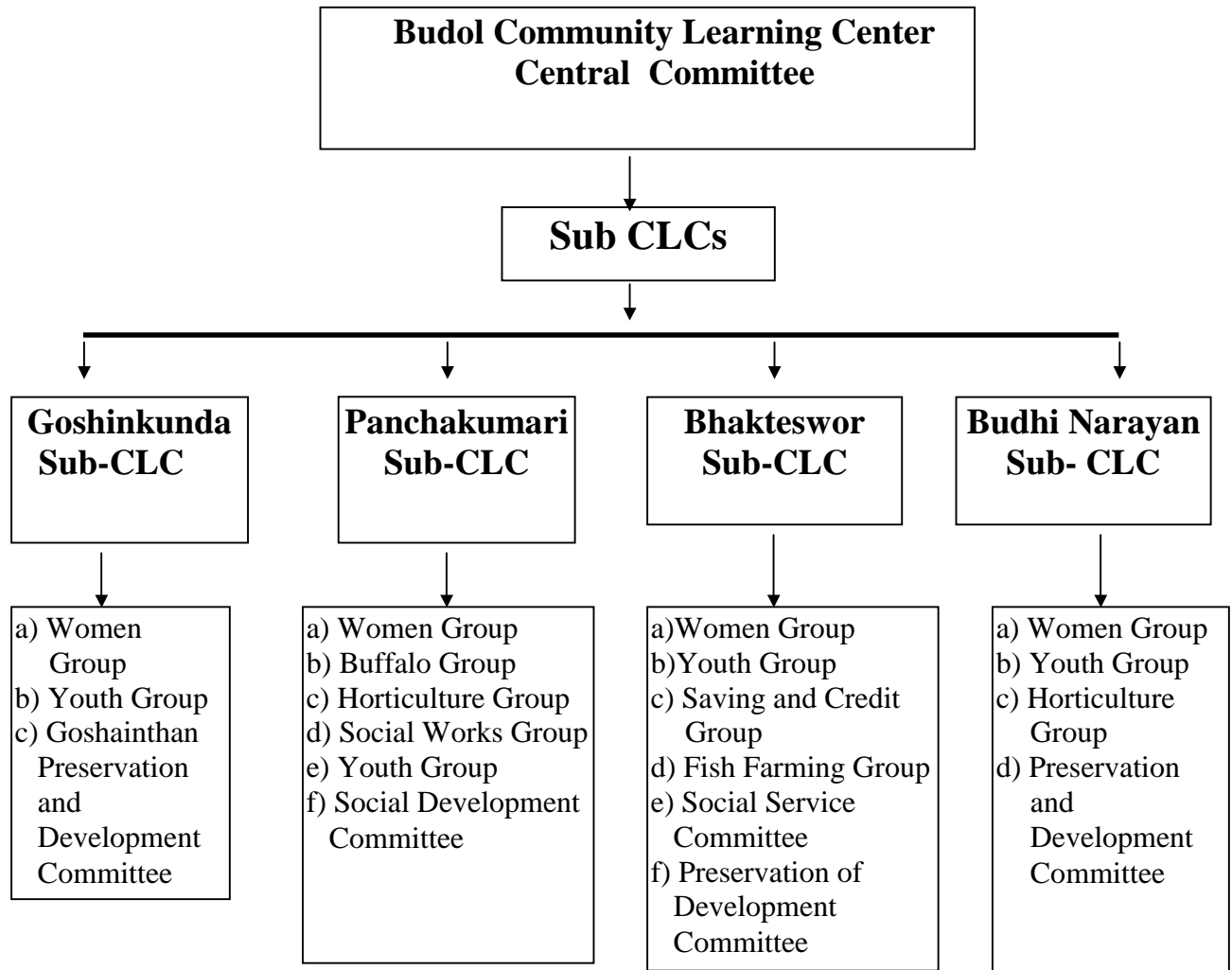
Exemplar organization sets of some very active CLCs in Nepal

Community Learning Center Budol , Banepa, Kavre

Functions :

1. Formulation of policy, plan and program of CLC and provide guidance to Sub- CLCs.
2. Co-ordination training and supervision of sub-CLCs.
3. Formation of committees and groups for various works:
 - a. Community Forest User Group
 - b. Fish Farming Group
 - c. Buffalo Farming Group
 - d. Horticulture Farming Group
 - e. Women Saving & Credit Group
 - f. Vegetable Group
 - g. Agronomy Farming Group
4. Community Mobilization Group
5. Community Library
6. Preservation and Development of Religions and Culture Movement Group

Management Structure



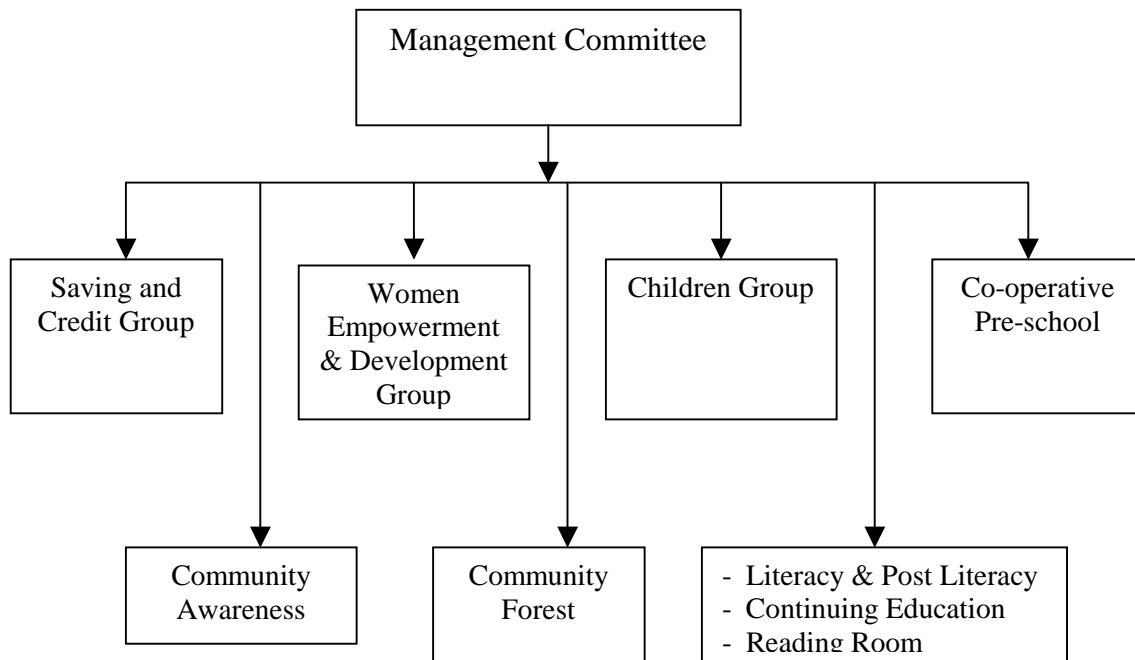
Vegetable Farming of Budol CLC

Lalitpur District

Objectives :

1. To impart literacy and post literacy program to learners especially to out of school girls and illiterates and semi-literate adults.
2. To provide continuing education for the improvement of quality of life and income generation capabilities of the villagers.
3. To form saving and credit groups and impart skill to undertake individual and group projects for income generation.
4. To protect, improve and properly utilize a community forest situated in the community.
5. To undertake short term and long term community development programs
6. Others

Organization Structure



Similar structures have been set up in Khokana, Sunakothi, Thecho, Bungmati and Siddhipur villages.

The World Terakoya Movement and CLCs

Actually it was The World Terakoya Movement of National Federation of UNESCO Association in Japan (NFUAJ) promoted an idea of Community Learning Center in the beginning. Later NFUAJ and UNESCO jointly developed " The Manual of Community Learning Center" within the framework of the Asia-Pacific Programme of Education for All (APPEAL).

Therefore, besides NRC-NFE, Terakoya Partners as Institute of Integrated Development Studies (IIDS) and NGO Forum have also set up CLCs in different places. Some of the examples are given below.

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⊖ NGO Forum has set up CLCs in Jhapa, Udaipur, Dang and Lalitpur. In those CLCs, following program are provided.

Children support program

- a. Environment preservation and programme
- b. All CLCs are link by VHF
- c. Saving and credit program

Suggestive Methods of Organizing and Strengthening a Community Learning Center

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Creation of Community Awareness

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Mobilization of Community or Group within the Community

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Formation of a Learning Center to Solve Identified Community Problems

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Appointment of a Consultative Committee and Executive Body

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Establishment of Action Group

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Design of Programme

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Establishment of Support Linkages

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Organization of Physical Resources

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Implementation of Programme utilizing Volunteers from the Action Groups

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Staff Training

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Expansion of Programme

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Development of District or Provincial Resource Centers

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National Networks

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Strengthening of National Policy, Commitment and Support

UNESCO Promote CLC in Nepal

Recently UNESCO/ PROAP has initiated CLC promotion program in Nepal. At the request of UNESCO, the Government of Nepal has set up a National CLC Committee and the National CLC Committee has decided to set up five CLC with the help of UNESCO/ PROAP in phases in the following places:

1. Banepa
2. Pithuwa VDC, Chitwan
3. Ward No 8 of Kathamandu Municipality
4. Sharlahi
5. Baitadi

Hope CLCs will be developed further through the initiatives of NGOs, GOs and UNESCO.

New technological horticulture farming of Budol CLC in Banepa

Members of Literacy Watch Committee, Nepal

1	Mr. T.M. Sakya	Chairman	- NRC-NFE, CEFA
2	Ms. Indira Koirala	Member Secretary	- IIDS
3	Mr. Bikash Ghimire	Member	- NGO Forum
4	Mr. Chij Kumar Shrestha	Member	- World Education
5	Dr. Suman K. Tuladhar	Member	- CERID
6	Mrs. Kanta Singh	Member	- Nepal Women's Association
7	Mrs. Prema Regmi	Member	- ABC, Nepal
8	Mr. Prakash Singh Adhikari	Member	- IFCD
9	Mr. Rohit Pradhan	Member	- TMUC/Nepal
10	Dr. Uttam Karmacharya	Member	- CEFA
11	Dr. Samira Luitel	Member	- CERID
12	A Representative from NC for NFE (National Council for NFE)	Member	- NC/NFE

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(NFUAJ)**