Lessons in transforming CLCs in Asia-Pacific contexts

Cecilia “Thea” V. Soriano
Asia South Pacific Association for Basic and Adult Education
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Why adult education and community learning centers?

*Contexts that demand going beyond formal education*
People in Asia-Pacific: huge population of adult learners

- **Population of 4 billion** in 2016 in 48 countries accounting for 55% of the global population

- **Youthful but aging**
  - In 2000, the 5 – 9 year old group is the biggest while in 2016, it is the 25 – 29 year old age group.

  In 2050, there will be roughly as many people over the age of 65 as under the age of 15.

- **48.7% lived in urban areas** in 2016
  - 440M or 29% of those living in urban areas live in informal settlements

  *Education and work neglected in rural areas*
Adult education and CLCs – an imperative for decent work for all and inclusive growth

• 1 Billion workers in vulnerable employment in 2015

• Vulnerable employment rate in Asia Pacific is 54%

• Women are more likely to be in vulnerable employment

• Young people in labor force are 3.8 times more likely to be unemployed than adults
Climate Change – need for community learning and actions!

- Nine Asia-Pacific countries are in the list of top 15 countries most exposed and vulnerable to natural hazards (Vanuatu, Tonga, Philippines – World Risk Report 2015)

- 1.3 B people in Asia Pacific affected by disasters in 2006-2015

- Governments focus on incorporating climate education in formal school curriculum (Bangladesh, China, Indonesia, Tuvalu, Philippines, Vietnam)

- BUT climate change affects communities and education and information dissemination should be intergenerational – must not leave out the adults!
Young women need spaces for learning and interactions

Action research of young women in India, Indonesia and the Philippines recommendation (2017):

Community learning center as social spaces for learning, interactions, creative expressions and information sharing.

Community learning center (for young women only) as a space for freedom and development for young women in India
Key Areas for Transforming CLCs

Lessons from countries in Asia-Pacific
Asia-Pacific Competency framework: knowledge, skills, values towards sustainable development

- Civic Literacy
  - Climate change adaptation and mitigation
  - Global citizenship
  - Digital literacy
- Health and well-being
- Culture and Identity
- Empowering work competencies
Lessons from countries on transforming CLCs

**Relevance**
- Motivations for diverse learners?
- Community needs?
- Emerging contexts?
- Collaboration for addressing diverse needs

**Access and Participation**
- Location, language use, costs
- Support to encourage participation of women
- Flexibility of learning programs
- Information dissemination on CLC programs

**Effective use of ICTs**
- Re-thinking “who are the learners?”
- Bringing people together
- Online learning, collaboration on digital platforms
Lessons from countries on transforming CLCs

**Recognition, Validation and Accreditation**
- Certificate in every program
- Equivalency of CLC programs with formal education and training institutes
- Tapping expertise in setting up qualification frameworks; role of private sector in equivalency paths
- Linkages between national and local government in setting up RVA

**Management**
- Metrics to show evidences of success
- Monitoring and evaluation to inform continuous planning
- Transference of skills to manage CLCs and professional development of educators and staff

**Sustainability**
- National laws and regulations to support CLCs
- Secured government funding and Diversified funding
- Community participation
- Intersectoral linkages within government
Advocacy: calls to governments

- Strengthen the non-formal and informal education, where CLCs are integrated, to realize a lifelong learning system. Policies on adult education need to be embedded in other Ministries.

- Reverse private domination, governments must finance fully-costed adult education, non-formal and informal education, CLCs. Local governments have to play a role in promoting learning cities/communities.

- Broaden the role of CLCs so they can respond to emerging learning contexts – CLCs as hubs for learning, information sharing, making connections between communities and to the world.
References

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