



**Community Learning Centre
(CLC)
in Thailand**



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Community Learning Centre (CLC) in Thailand

Principles and Concepts

1. CLC serves as a local hub for lifelong learning activities in its community.
2. CLC is the learning facility of the people, by the people, for the people.
3. CLC facilitates practice-focused learning and forms a linkage between the curriculum and the people's way of life.
4. CLC provides educational and vocational counseling to community members.
5. CLC coordinates and links the community's learning sources and natural learning resources, forming the network for people's lifelong learning.



Objectives

1. To serve as the centre for non-formal and informal education activities linked together as lifelong learning.
2. To promote learning opportunities for various target groups in the community and its service areas.
3. To serve the community as the venue for organizing activities corresponding to their learning needs (with a focus on the learning process of the people's way of life).
4. To engage the community in the decentralization process with public participation in the management and provision of education for community members.

Guidelines for CLC Implementation

Guidelines for CLC Implementation are as follows :

Administration of the Centre is the responsibility of a management committee, which consists of school teachers, retired professionals, community and religious leaders, the director of the district non-formal education centre, the non-formal education facilitators, and other community members.



1. National / provincial level : establish criteria and identify communities.
2. Community level: create community awareness.
3. Establish CLC Management Committee.
4. Identify target clientele and their learning needs and determine income-generation activities.
5. Develop the CLC's programme objectives.
6. Design and develop programme activities.
7. Prioritize specific programme activities.
8. Establish CLC physical facilities. Establish action groups (volunteers).
9. Mobilize community resources.
10. Establish support linkages.
11. Organize staff/ volunteers training.
12. Implement programme and activities.
13. Monitor and revise activities.
14. Evaluate activities.
15. Experience sharing with other communities, e.g. creating CLC clusters.
16. Develop district / provincial resource centers and national networks.
17. Strengthen national policy, commitment and support.



Organization charts from the Ministry/ district government to CLC
The structure of CLC management in Thailand is shown in the following chart:



Activities

1. Non-formal and Informal Education Provision

1.1 Non-formal Education Programmes

- 1) Literacy Promotion Programme
- 2) Basic Non-formal Education

1.2 Continuing Education

- 1) Vocational Training Programmes
- 2) Education for Vocational Skills Development Programmes
- 3) Education for Life Skills Development Programme
- 4) Education Provision for Social and Community Development Programme

1.3 Informal Education



Types of CLCs

1. Highland CLCs

CLCs in Hill Areas: “Mae FahLuang” Hill Area CLCs

Situated in highland areas along Thailand’s northern border, “Mae FahLuang” Hill Area CLCs educate Thai hill people of all ages (particularly Hmong, Karen, Lahu, Akha and Kayin peoples) as the community’s multidisciplinary centre (Ashram). The CLCs provide education to improve living and social conditions by incorporating non-formal education with the local way of life, traditions, cultures and beliefs for sustainable self-reliance.



Inside the CLC



Kitchen



Classroom





Learning
Facilitators

Curriculum and
Learning Activities



Basic Education





Career
Development



Health
Promotion



2. Lowland CLCs



This type of CLCs is located in typical locations, community areas and other state agencies, such as Buddhist temples, public halls, Sub-district Administration Organizations, enterprises, prisons and military facilities.

Facilities



Very often, CLCs are situated in existing buildings of other agencies with their permission.

3. CLCs in Special Areas:

These CLCs are located in special areas, and the buildings vary according to their locations.



- Mlabri People
(Phi Tong Luang)
- The Mogen

- Pondok Schools
(Southern Border)



Mlabri Community



Living Conditions of Mlabri People



Mogen people



Pondok Schools



ONIE organizes educational activities with Pondok schools by assigning NFE volunteer teachers as an assistant to Pondok teachers to coordinate between Pondok schools and the public sector and organise learning activities (basic education, life skills development, vocational training and learning corners).



Learning Activities



**ONIE's Initiative
"Libraries
Delivered
for Pondok
Schools"**



**Small Group
Learning
at Lower-
secondary
Pondok School**

Learning Activities



Literacy Class



Career Development



4. Sub-district Non-Formal and Informal Education Centre

Since Thai Government today has placed its focus on lifting educational standard and quality, widening educational and learning opportunities and encouraging participation from every sector so as to ensure public access to quality lifelong learning at all levels and in all its forms: formal, non-formal and informal education

To accomplish the goals, the Ministry of Education through its Office of the Non-Formal and Informal Education established sub-district NIEcentres as a sophisticated community learning centre or a community hub for lifelong learning with activities ranging from reading promotion to vocational training and science education.

Fundamental Principle

A sub-district NIEcentre incorporates the community-based approach into its operations and learning management, with full use of community capital (such as buildings and locations, technical resources, local wisdom, cultures and



traditions). It also coordinates with the network of community members to organize learning activities by encouraging participation of network parties from every sector in the community/society. Both service providers and recipients share ownership and responsibilities of thinking, doing, solving problems, designing, integrating the learning process and providing learning experiences that are consistent with the community's way of life. A sub-district NIE committee is also formed from members of the community to support, monitor and evaluate the performance of its respective sub-district NIE centres.

Objectives

1. To serve as a hub for learning and providing non-formal and informal education activities to ensure public access to quality lifelong education
2. To form and expand the network of partners in organizing non-formal and informal education activities in a community
3. To promote and support non-formal and informal education activities performed by network parties
4. To coordinate and link with other agencies in the public, private and civil sectors in the provision of education



Key Activities of Sub-district NIE Centre

1. Community Information Centre

- 1.1 Develop an accurate, up-to-date and comprehensive database and IT system for the community
- 1.2 Prepare a micro-plan for a sub-district NIE centre as its annual action plan
- 1.3 Present accurate and updated ICT of the community

2. Opportunity Centre

- 2.1 Initiate and maintain cooperation with network parties
- 2.2 Link services offered by network agencies with sub-district NIE centre
- 2.3 Develop ICT system

3. Learning Centre

- 3.1 Design educational activities/programmes suitable for target groups
- 3.2 Organize non-formal and informal education activities to target population in the community (for example, literacy promotion, basic non-formal education, continuing education for life skills, career and social/community development, and informal education (including promoting reading habit and procuring learning materials))



4. Community Centre

The role of sub-district NIE centre is extended to that of a centre for various community activities (spanning from local forums for dialogue, sharing ideas and casual coffee-house gatherings to job fairs as well as religious, cultural, democratic and sports events).

Roles of Sub-district NIE Centre

A sub-district NIE centre plays a key role in providing and promoting lifelong learning among the general public, and creating a learning society. In this respect, the CLC facilitator as the Head is the principal mechanism for moving the centre towards its goal, with the participation of other related agencies as the network parties.

1. Roles and Duties of CLC Facilitator

1. Planning
 - 1.1 Develop a community database
 - 1.2 Prepare a development plan for the sub-district NIE centre
 - 1.3 Prepare an annual action plan



2. Providing and promoting non-formal and informal education
 - 2.1 Non-formal education
 - Literacy promotion
 - Basic non-formal education
 - Continuing education
 - 2.2 Informal education
 - Reading promotion, literacy maintaining and reading habit promotion
 - Providing and developing learning sources
 - News, information and media
 - Local libraries
 - Smart Book Houses (Community Book Houses)
3. Offering community learning services in conjunction with network parties
 - 3.1 Fix-It-Centre (in conjunction with the Office of the Vocational Education Commission)
 - 3.2 Consumer Protection Club (in conjunction with the Office of the Consumer Protection Board)
 - 3.3 Community ICT Learning Centre (in conjunction with the Ministry of Information and Communication Technology)



- 3.4 Science for Life Corner (in conjunction with the Institute for the Promotion of Teaching Science and Technology)
- 3.5 Mobile Medical Corps (in conjunction with hospitals and local health centres)
- 3.6 Mobile Banks
- 3.7 Disaster Prevention and Mitigation (in conjunction with the Department of Disaster Prevention and Mitigation)
- 3.8 Mobile District Offices (in conjunction with district offices)
4. Forming and strengthening community learning network with the collaboration from community organizations, informants and local wisdom as, for instance, NFE volunteers and Reading Promotion Volunteers
5. Publicizing projects/activities and achievements of sub-district NIE centre in various forms
6. Reporting on the performance
 - 6.1 Relevant data in the forms and periods scheduled
 - 6.2 Annual performance of sub-district NIE centre



Crucial Turn: From CLCs to Sub-district NIE Centres

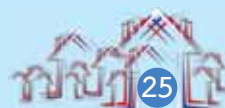


Facilities: The original CLC buildings are renovated to better serve the community.

Locations: Located on a plot of land provided by the locals, the centre offers convenient access.



With the budget specifically earmarked for facility construction, the centre nowadays has its own building for its wide range of services and activities



Basic Non-Formal Education



Learning Activity



Learning Activity



- Career Development
- Washing Liquid
- Junior Tour Guides
- Bead Threading
- Batik

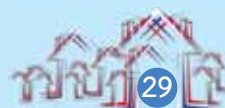


Fix-It-Centre

Number of CLC Classified by Region

No.	Region	No. of CLC and Sub-district NIE Centre	No. of “Mae FahLuang” Hill Area CLC
1	North	1,603	740
2	Central Plains	1,408	19
3	South	1,211	1
4	East	639	
5	Northeast	3,552	
6	Bangkok	351	
	Total	8,764	760

Sources :Operations Promotion Division(6 Jan. 2015)





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Ministry of Education