

Community Learning Centers in Balochistan

BACKGROUND

The National education policy is adopting an integrated approach for development of knowledge and skills, in a spirit of based self teaching to create a national culture of high- level community awareness and public accountability.

The fact, Non-Formal education is now receiving a growing awareness and acceptance as a dominant approach to education of the future. The Non-Governmental and private sectors have and will be playing a highly significant role in propagating NFBE. There is a need for a grand alliance between and among the Government, NGO's and private sector to increase the Literacy rate and linkage of income generation to reduce poverty. In view of the currently high unemployment and inflation rates, Pakistan is can no longer afford the luxury of strict adherence to the formal schooling the habit of life-long learning beyond the classroom will ensure continual enhancement of capabilities and creation of maximum job opportunities.

Comprehensive and meaningful community learning centers especially in the backward rural areas of Pakistan, needs integration of all efforts in the social sector. Progression sustenance and future viability of these efforts can only be achieved through active involvement and collaboration of the community. The main impetus and thrust for advancement must come from the community itself. If a community possesses the desire and drive to improve itself. It is imperative to provide facilities for technical training and support, which are not locally available through centers like CLC's.

Decentralized learning and training centers are mandatory for constant enrolment and interaction of the community in development projects through education, information awareness and feedback. This is the basic of the UNESCO CLC concept.

True sustainable development is indicated by the willingness and ability of a community to shoulder its own burdens and not by its continual dependence on an external source.

What is community Learning Center ? (CLC)

“ 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.”

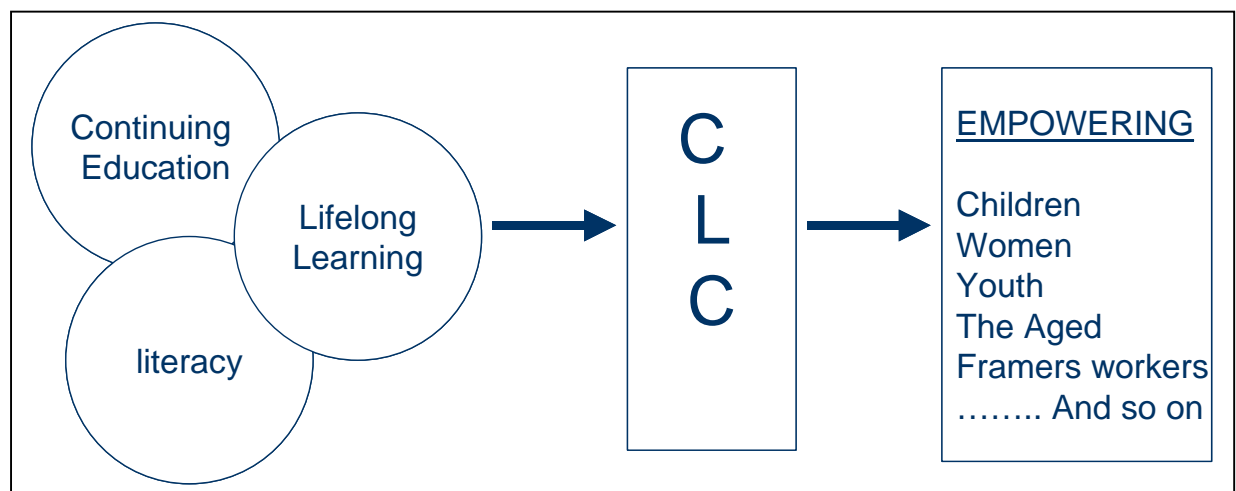
The definition has important implications. Learning Centers play a key role in personal and societal development.

THEY ARE AN EFFECTIVE MECHANISM FOR EMPOWERING INDIVIDUALS AND POMOTING COMMUNITY DEVELOPMENT.

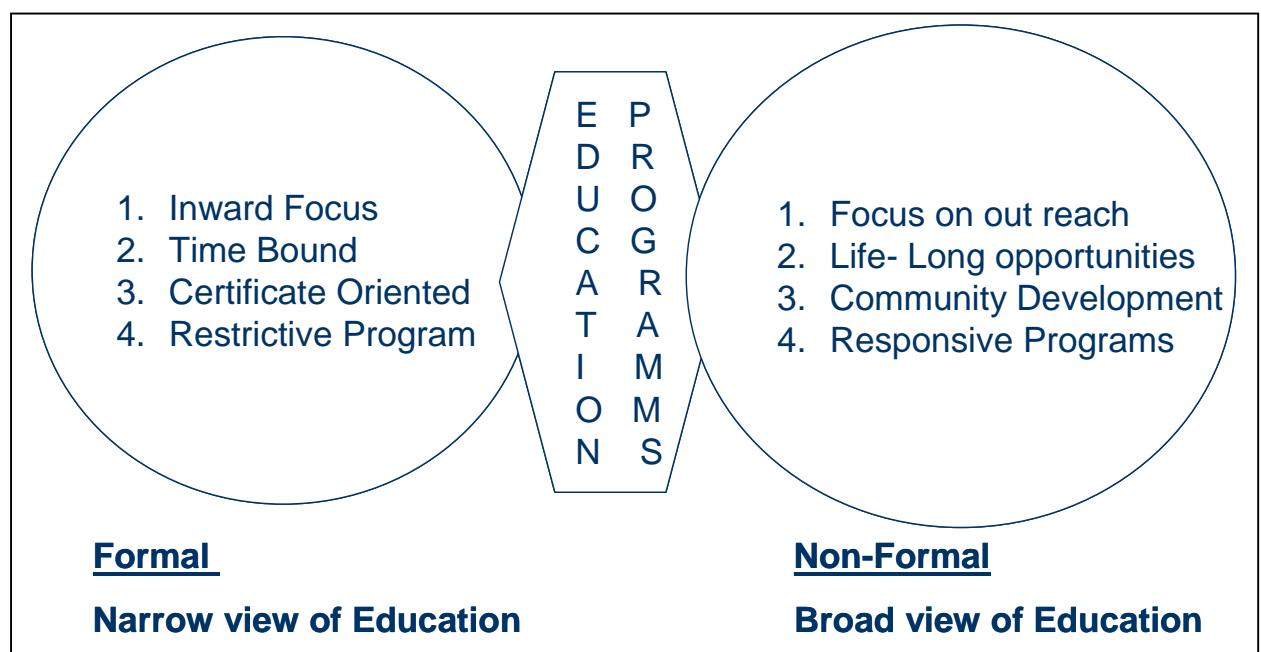
The More specific objectives of CLC are:

- ❑ Provide Non-Formal, continuing education and skills training program.
- ❑ Responding to needs identified by the Community.
- ❑ Provide access to information in fields of interest to the community.
- ❑ Strengthen capacities of communities to carry out their self education.
- ❑ Program leading to the improvement of the quality of their life and
- ❑ Contributing to poverty alleviation.

Community Learning Center



Difference Between Formal and CLC (Non-Formal)



Community learning Center: Why and How?

One of the serious weaknesses of Literacy and Non-Formal Education in Pakistan 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 educating classes. Due to the lack of a Permanent institute at the grassroots level, Literacy and non-formal Education (NFE) program could not provide functional education based on needs and problems of target groups. We often say that the literacy and NFE programs should be need based of the people and it should help the people 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 learners 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 community, by the community, and for the community 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 Pakistan a few CLCs have been set up. Some of them are showing good example what could be achieved through CLCs.

Role of NGO's in CLC/NFE

- They are near to the field and they can establish report with community leaders and community people, because they work with them not for themselves.
- Activities which need people's participation and cooperation could be done by NGO's better than Government officers, because they approach them as friend and helpers not as bureaucratic officials.
- If the international NGO's goes to the field the people think they are donors. So they expect money from them for any thing.
- NGO's performances and accountability could be easily measured by the Government, NGO's and local people.
- They could help local community to become self reliant and independent They could provide technical backstopping by themselves and they could mobilize technical expertise from other agencies.
- They could help to establish link with local Government officers, district Government offices and central Government offices and international agencies.
- They could help to promote publicity campaign of the local initiatives through local and national newspapers.
- They could help to get legal assistance to the needy people and protect the rights of the vulnerable section of the people from exploitation and violence.

As discussed, NGOs are particularly very strong when it come to the area of Women's Empowerment. Raising Environmental concern among the poor people, helping poor people to get organized to defend themselves from exploitation and violence. They are particularly strong to provide basic education through non-Formal methods to the out of school children and youth.

The target groups are:

1. Illiterate persons; school-, age children who do not have the opportunity to study in the formal school system.
2. Students who have dropped out of school before completing the primary cycle and those who wish to increase their level of education.

It is targeted at those:

- Between 5 and 14 years of age who do not attend formal schooling.
- Between 15 and 25 years who do not have definitive vocations and between 15 and 49 who are illiterate and have not completed primary school

To get the maximum benefit, the Literacy Program would be:

1. Combine/ dovetail with vocational training;
2. Target community should own some responsibility for the organization of activities;
3. The contents should be suitable responding to the needs of individuals, communities and society for social and economic development;
4. Promoting self-reliance and sufficiency;
5. Ensuring the organization is well coordinated, to enhance continuity and sustainability.

Community Learning centers in Balochistan:

A major intervention strategy for improving non-Formal education has been the introduction of CLCs in Balochistan, Communities are expected to provide materials and Teacher/ Instructor while the Government provides funding for books and honoraria for trainer. A CLC will contain a room for vocational training classes, a small library and a classroom.

The first CLC was established in Balochistan with few denoted sewing Machines and a volunteer Teacher/ instructor, which is a success story in the history of Balochistan, and the next were supported by UNESCO. The existing centers in Balochistan are:

- QUETTA. One CLC (Swing, Cutting, Embroidery & Computer Literacy)
 PISHIN. One CLC (Swing, Cutting, Embroidery and Computer literacy)

Balochistan (Success Stories)

ADB Assisted Mini Project (Pilot Phase)

Non- Formal Education for Rural Women at KANAK in Balochistan

Selected Area	Kanak (District Mastung)
Population	1500
Literacy Rate	Male 30% Female 12%
Schools.	1 P/School for boys and NF- School (Girls)
Source of income.	Agriculture, Employment
Poverty.	Below average
Means of communication.	Public Transport
Market.	Quetta.
Hospital	No (No LHV)
Target Group	Female 15-25 Years
Selection of location.	Rent free

Steps of implementation:

- Formation of committees
- Selection of facilitators
- Training of facilitators
- Supply of teaching/ Learning material
- Provision of raw material
- Skill training
- Survey for marketing (prepared goods)
- Provision of Micro credit
- Monitoring (at each step)
- Evaluation
- Recovery of loan

Objectives:

Basic Literacy
 Functional literacy
 Skill Training
 Saving process
 Introduction of Marketing Techniques
 Provision of Micro Credit for sustainability



Recovery
 (Loan repayable in 50 equal installments)

Establishment of Resource Center (1993)

Established in DLNFE office (6 Months duration)

Adult literacy

Vocational Training with cutting and embroidery skills

1994 - Government provided some sewing machines

1995 - UNICEF provided the zigzag Machines

Information on population planning Vaccination, Marketing inherited disease, first aid, Mother care and other related problems were also provided.

At the end of final test - pass outs were received sewing machines and tools.

After few months a survey was conducted and it has been observed that more than 85% of students are using these sewing machines for income generation.

Resource Center at Killi Kotwall Quetta

Two centers were established (1 male & 1 female)

Adult Literacy

Vocational Training

With the help of Dutch Government Mobile Library was introduced containing one box of books on livelihood and general information.

Information lectures on social and health issues were also organized.

(A room was constructed with the mutual sharing with the community and Dutch Government/ all the utilities were borne by the local community)

300 families benefited

It remained functional for 3 years and then handed over to the local community

Other achievements

- Established 10 functional literacy centers around Quetta with the help of Federal Government.
- Established 20 literacy centers with the support of UNESCO in District Mastung.
- Developed income generation and post literacy material for CLC and New literates (UNESCO supported programs)
- Organized more than a dozen workshops to mobilize the community, Government, and local potential in the field of Non-Formal Education and functional Literacy
- Launch motivational campaigns to enhance the impact of Non-Formal Education activities
- Developed posters, Calendars, Handouts, badges etc to promote the Adult literacy.

Priorities of CLC's in Pakistan

Priority 1 Improvement in Rates of Literacy

Develop Special literacy Programs for Hard- to – Reach Groups Special programs should be implemented to improve female Literacy for those areas where female Literacy continues to be below 20 percent. Special attention should be paid to those provinces and districts where literacy rate is very low.

Priority 2. Mobilize support for Expansion of CLCs

i) Develop Public Awareness of Potential of CLCs

A public awareness campaign involving Governmental and NGO's be implemented to explain the advantages of having a CLC in remote areas. Such an advocacy campaign will be critical to the further introduction of CLCs and subsequent improvement in literacy and Skills Development.

ii) Target and coordinate planning of CLCs

An expansion plan for provision of CLCs be developed and its plan be based on criteria of need and equitable provision. Special affirmative action should be part of this plan to improve the very low levels of female Literacy among certain areas.

Priority 3. Decentralization of Non-Formal Education

Financial and Technical Assistance would be provided in Decentralizing Non-Formal Education:

Financial Assistance will be provided to identify the local trades (District Wise) and to identify the mechanisms for implementation of a more decentralized system for No-Formal education. This process should examine implications of decentralization for staff development, and resource requirements.

Recommendations

- 1) Socio-economic conditions of the respondents were very poor to improve their life conditions a lot of income generating activities are required to be introduced. Such activities should sufficiently involve household women. In the rural areas of Pakistan there is no permanent institutional structure for the regular training of females in different skills. There is a strong need to develop vocational institutions in different rural areas to broaden the horizon of rural women to have a valuable potential participation in the economic activities.
- 3) Special attention is required to be given for starting Literacy classes with life long income generation projects for female. Through raising their level of education, a strong consciousness can be developed among them as to significance of their role in community at large

- 4) A wide variety of animals poultry were kept by the households in the project area. Due to lack of proper availability of support services such as marketing and transportation the rural people were facing a lot of problems. Network of marketing structure is required to be established.
- 5) Respondents were interested in poultry raising on modern lines. But due to their poor socio-Economic conditions they were unable to contribute required funds. Along with the exploitation of their self- help initiatives Government should provide sufficient financial aid to established different poultry units.

The overall strategy for women development proposed in the next five-year plan is:

- Expansion and improvement of facilities for women in the social sectors.
 - Institutional support to women for their activities in the economic sectors. This includes access to and expansion of skill training and credit facilities for women access to formal employment and institutional support to self-employed women like training in marketing issues of extension services in various sectors. Women's full and equal involvement in community development. This includes the motivation of the male population for women's development, providing women with organizational know how, encouragement and support of women's groups at the local level, and the recruitment of more female staff for community development activities.
- 6) Community Model Schools (CMS) for Girls Project was launched in Pakistan in collaboration with Asian Development Bank (ADB) in 1990s. Around 1600 Community Model Schools in the same number of union councils (one in each union council policy basis) have been established during 1st and 2nd phase of the project. These are model schools with respect to both facilities and services (5-room school building, 5-teachers with provision of all other basic facilities). Hopefully, this project will continue and at one stage each union council of the country will have a community model school.

The basic concept on which these schools were established was to use these schools as a change agent for the development and uplift of the whole community by launching different education and training programmes by active involvement of the local community. But unfortunately this idea could not be implemented so far and excellent school buildings mostly in rural areas of all the four provinces are grossly under utilized. These schools can be utilized as effective and successful Community Learning Centers (CLCs).

Types of strategies

National Campaign

(Examples countries: Cuba Ecuador, Nicaragua, Tanzania, Mozambique)

Requirements:

- 1) Very strong political will and commitment
- 2) Excellent organizational and administrative capacity

Effectiveness:

- 1) Generally effective in the short term
- 2) Produces social mobilization
- 3) Difficult to sustain for long term

Programs Delegated/ Decentralized by the central Government to Provinces/ Municipalities/ communities (Examples countries: India China, Tanzania)

Requirements:

- 1) Strong Local capacity and commitment
- 2) Support and reinforcement by the central authorities

Effectiveness:

- 1) Effectiveness depends on local capacities

State Programs that accept, invite, or contract for participation by Voluntary Agencies (Example Countries Gambia, Bangladesh, Senegal)

Requirements:

- 1) Good Supervision
- 2) Monitoring and evaluation mechanisms
- 3) Transparency
- 4) Accountability
- 5) Collaboration

Effectiveness:

- 1) Depends on the capacity of both the state and the agency
- 2) Depends on Government utilization of NGO expertise
- 3) Depends on the flexibility of both the Government and the NGO

Voluntary Agency Programs
(Example countries: Tanzania, Philippines)

Requirements:

- 1) Competent agencies with their own facilitators, teaching and learning methods and materials

Effectiveness:

- 1) Programs have a limited reach
- 2) Programs may be dependent on particular individuals in an organization

Community initiatives
(Example country: Bangladesh)

Requirements:

- 1) Sense of social contribution
- 2) Committed community leaders

Effectiveness:

- 1) Effectiveness is limited
- 2) Program dependant on particular people