

CLC in Sri Lanka Country Report

Regional Seminar on Community Learning Centers

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1.0 Introduction

With the education of formal education process, the Non-Formal Education came into existence in 1971 with the establishment of technical classes for adults who have dropped out of the formal school prematurely. Literacy Centers for out of school children in the 5-14 year age group were introduced by the Non-Formal Education (NFE) Branch of the Ministry of HRD, Education and Cultural Affairs.

2.0 Mission Statement of the Non-Formal Education Branch

To Provide and promote educational opportunities, in accordance with the National Education policies and Trends for children, adults, personnel with Special Education Needs. Who have left away from the formal school with the assistance from other agencies.

Objectives:

1. Provide Compulsory educational opportunities for all children in the school going age (5-14 years).
2. Provide technical Education from those who have dropped out from the formal school.
3. Conduct Educational Development Programmes for the community.
4. Provide Educational Opportunities for children with Special Educational Needs.

3.0 Target Groups:

1. Non-school going children.
2. School drop-outs and School Leavers.
3. Children who are already working to the informal sector (child labor).
4. Street children.
5. War affected children.
6. Children with disabilities.
7. Poverty stricken family members.
8. Abuse kids and woman.

9. House wives

10. Adults.

4.0 NON-FORMAL EDUCATION PROGRAMMES

(National Action Plan for Children 2004-2008)

4.1 Major issues

There are children of Compulsory School going age who have not entered school or have dropped out of school in the early grades.

Some of them can be admitted to schools after an orientation programme, while others have to be provided with alternative programmes to impart functional literacy. There are also adolescents who have dropped, out of school at secondary level who needs skills training to equip them for earning living. They should also be provided with opportunities to quality further and enter tertiary education institutions.

4.2 Objectives:

- i. Ensure out of school youth in the compulsory education age group receive functional literacy in appropriate alternate learning situation.
- ii. Develop opportunities for continuing education for out of school youth.
- iii. Expand vocational training programmes for income generation among youth.

Objectives	Strategy to achieve each objectives	Activities/Programmes
Ensure out of school youth in the compulsory education age group receive functional literacy in appropriate alternate learning situation.	Rationalize exiting functional literacy centers. Develop new centers.	- reorganization of literacy centers as functional centers in appropriate locations. - Develop special centers for street children. - Improve the quality of functional literacy programmes.
Develop opportunities for continuing education for out of school youth	Organization of community learning centers (CLC)	- increase the no. of CLC from 60 to 300 and develop courses. - Improve the quality of programmes in CLC
Expand vocational training programmes for income generation among youth.	Restructuring existing courses Material development and training.	- rationalize existing courses and relocate centers. - Quality improvement of courses and training

5.0 COMMUNITY LEARNING CENTERES

5.1 What is CLC ?

- Local Education institution outside the formal education system.
- In villages or urban areas
- Set up and managed by local people.

- Provide various learning opportunities for community development and improvement of people's quality of life.

5.2 Introduction:

Community Learning Centers have been started for the education and skill development of public as well as the school drop-outs. 63 CLC have been started in 2003 in Divisional Level.

Sri Lanka is the 19th country which commenced Community Learning Centers (CLC) under the UNESCO. During 2003, 55 CLCs were established in the country, distributed equitably among all the provinces on a Zonal basis. The major tasks undertaken were:

- a. identification of objectives
- b. identification of needs of the community through a needs survey,
- c. appointment of Advisory Boards,
- d. selection of centers,
- e. developing programmes based on needs,
- f. commencement of programmes,
- g. monitoring, supervision and evaluation of programmes.

By the end of 2003, one centre was established with the assistance of NGOs (World Vision), two with UNICEF funds and another four at Provinces, out of government funds, giving total of 62 centers. All centers are managed by the government. In these 62 centers, about 11,000 young men and women follow various courses. Programmes conducted in these centers have been supervised by UNESCO officials in Bangkok from time to time (Mr.Hakeem/Ms Siba/Ms.Takano).

5.3 Issues and Problems:

In Sri Lanka, out of the total population, 72% live in rural areas. About 100,000 children drop out of the formal school annually. Courses conducted by the formal school system for these drop outs are inadequate. The knowledge of the rural community on Health, Nutrition, Human Rights, Environmental protection, HIV/Aids and Cultural Activities are very limited. Due to the lack of Professional skills, the life of these drop outs has always become a challenge, to them. Therefore the rural community has been enlightened by the services provided through CLCs.

However, the implementers at grass-route level are not aware of objectives of programmes conducted through CLCs.

6.0 Programmes

6.1 Targets of CLC

- ◆ To acquire needs of the public.
- ◆ To develop the innovational of likes and dislikes of youth.
- ◆ To promote the demand for job market.

- ◆ To utilize the resources available in the area.

Three programmes of activities will be operated in this regard as in the following.

6.2 Literacy Programmes

- Basic Literacy
- Post Literacy
- Functional Literacy

Functional Literacy Programmes will be conducted to suit the needs of productivity of the economy.

The Main Targets

- i. To promote the Literacy Skills
- ii. To promote the Generic Skills
- iii. To promote Contextual Skills

Functional Literacy Activity Centers which are mainly for the public as the Divisional Secretariat Basic 324 Centers have been already started up to now and Divisional Level. 183 Functional Literacy centers have been established by Education Divisional Level in 2004.

6.3 Income Generating Programmes.

6.4 Quality improvements of the life programmes

6.5 Individual Interest Promotion Programmes.

The products of the CLC centers will be sold and money by conducting Exhibitions and Sales centers.

PROVINCIAL SUMMARY OF CLC-2003

Province	No of Courses	No of Students			No of Instructors
		Female	Male	Total	
Western	60	544	272	816	60
Central	103	1250	354	1604	112
Southern	75	842	723	1565	55
North-Western	53	984	486	1470	53
North-Central	35	324	261	585	35
Uva	54	1284	781	2065	54
Sabaragamuwa	54	962	418	1380	54
North-East	77	737	451	1188	77

Total	511	6927	3746	10673	500
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INCOME GENERATING PROGRAMMES (6.3)

300 Income Generating Programmes National Level Schools.

No of income generating which are conducted by NFE sector and No of relevant student in 2003.

Province	No of Income Generating Courses	No of Participants		Total
		Female	Male	
Western	419	4375	4049	8424
Central	29	381	327	708
Southern	203	2524	1652	4176
North-Western	164	1948	1568	3516
North-Central	36	451	413	864
Uva	165	1891	1601	3492
Sabaragamuwa	91	978	949	1927
North-East	43	496	471	967
Total	1150	13044	11030	24074

INTERESTS GROUP (6.5)

Interests Groups conduct by NFE division through CLCs for school leavers, dropouts, house wives, adults. These are short-term Technical Courses which consist of few sessions. There are 32 courses.

eg. Dress Making

Cookery

Mushroom Cultivation

No of interested groups conducted by NFE branch in 2003 and No of students participate.

Province	Interested Groups	No of Participants		Total
		Female	Male	
Western	88	998	894	1892
Central	166	1854	1631	3485
Southern	132	1541	1255	2796
North-Western	14	198	166	364
North-Central	20	302	241	543
Uva	12	191	177	368
Sabaragamuwa	14	194	187	381

North-East	22	296	287	583
Total	468	5574	4838	10412

7.0 Community Learning Centers for Children Living on and off the Street.

“NANA SARANA” CLC for Street Children

Background:

Children living on an off the street, are considered a problem in the society. It is mainly because of the sub-culture they belong to. People seem to think that these children do not have any values. Majority of people do not accept them as useful citizens in society. It is mainly because of their behavior pattern, the language they use, and sometimes it is because of the way they function and the way they earn their living.

Many of them have never been to school, Due to various reasons some of them have dropped out of school very early in life. They live on the street, and make their living from the streets. Some of the children are victims of unlawful gang leaders who use them for their own gain. They are easily exploited, because of their culture, and need for earning a quick buck.

Police look at them as criminals, and always are ready to arrest them and put them behind bars. They are easy scape goats for their activities in the name of protecting the law.

These children are not accepted in the normal school setting, and they do not get the opportunity to go to school and learn like other children of their age. Some principals of school will always stretch a point to deprive the children living on the street.

Survival of the families of some of the children depend on the income earned by children thus depriving them from attending formal school. The need for survival sometimes makes it necessary for the families to travel from place to place. The Formal School setting is not attractive to these children, as the Laws and Regulation in school calls for more formal dressing and behavior patterns, and time limitations.

Irregular attendance patterns of some of the children attending schools poses problems, and the attitude of children and teachers in school motivates the children to drop out early in life.

These children too like to learn and improve their quality of life. How they get the knowledge is how we have to think and act.

The Problems:

The number of children living on and off the street are increasing in areas like Colombo, is said to be around 500 hundred, and in Anuradhapura, around 400 and Kataragama around 600 to 700. Out religious rituals have contributed to this situation. Beginning of the peace process too have passed the way for unemployed youth to travel to major towns in search of housing and employment facilities.

Not having permanent places of residence also affects the survival of the children. When a child has to be admitted to school, there are certain requirements which parents have to furnish to prove their place of residence. No Grama Niladari will give a letter certifying the residence of such families, thus it will not be possible to admit the children to school.

I some cases the child has no legal father, and when the child is of age, they feel it is their right to earn and look after the mother on the one hand, and the child sometimes do not think sexual activity at a young is illegal or wrong. On the other hand sexual partners try to exploit the young siblings for their personal satisfaction.

The child who is not going to school during the day is also easy prey of drug dealers, and underworld gangs. They use the young children to transport drugs and dangerous weapons to locations as children will not be suspected to be involved in such activities. The children at a young age gets involved and learn such trade because of the money they get, and in the end a habit is inculcated in them.

Though the money they earn from such activity is small at the beginning as time goes by they learn the trade and try to match such activities. Their loyalty to the masters could endanger their lives, to project their masters, even if the act their masters perform are not legal.

The educational level of the young do not allow these children to find suitable employment. Being unable to earn an income brings them to the streets to make a living. The children living on the street does not gain admission to formal school, even if they do get into formal school they will not survive due to lack of other facilities such as uniforms, books, birth certificate and inability to comply with the day to day needs of the school. Living on the street or in the slum makes a child unaccepted, by the teachers, parents of children and children themselves. Unable to face discrimination and ill treatment by the children and parents, the child tends to get absent form school and gradually give up schooling.

Earning an income attracts the child and his family much more than going to school and spending 5 hours in school. Using younger children to beg on the street, fetches the parents a tidy income, which the adult do not wish to forego by sending the child to school.

Sometimes the treat from law enforcement officers to the families, due to various reasons, pushes the family to go into hiding., thus preventing the children from attending school. Lack of education does not motivate the acts they commit to be rationalized and see a balance between right or wrong. Once they become targets of the police, they will be always eyed by them, even if they do not commit crime.

The present education system do not attract the children living on the streets, as the education is geared towards academic courses and not prepare a backward child to live.,

Closing down of schools too have contributed to children dropping out of schools in the out stations. These children too migrate to the towns in search of employment once they are bout 11 or 12 years of age. Sometimes they are trafficked for domestic work or for hard labor and cheap labor. Unable to survive the tedious tasks some times the child runs away from the place of work. Not knowing how to get back home, some times they end up on the street.

Strategy:

In order to address this problem we have planned to develop Community Learning Centers in 15 districts. During 1st phase of the program we will be developing one centre in Colombo and other in Karatagama. Through both these centers we are hoping to provide night shelter for the children.

These centers will provide a safe place for the children to sleep, to keep their belongings and would also give them protection from undesirables, and also prevent abuse and exploitation. These centres will also provide children an environment to learn through creativity and activity.

The children will be channeled to the centre through NGO's, Municipality, Public Health Personnel and other relevant organizations.

The centre will secure the rights of children who live on street, with the right to shelter, education, recreation and other facilities which the child has the right to enjoy.

The educational programmes will start after 6.00 p.m. to cater to the needs of any working children. Special Programmes will also be conducted to educate the youth on issues that are of periodical importance.

Progress:

"Nana Sarana" CLCs are established by the NFE/MOE in 2004 with Unicef assistance.

	Male	Female	Total
1. Uva Province – (Kataragama)	20	82	102
2. Western Provine – (Colombo- Kolpity)	20	12	32

3. Sabaragamuwa Province – (Ratnapura)	26	28	54
			188

Implementation:

This programme will be implemented by Non-Formal and Special Education, Ministry of Human Resource Development, Education and Cultural Affairs. Technical Assistance for the programme will be given by the Non-Formal and Special Education Unit of the Ministry of Education and other resource persons specialized in the field of conducting Functional Literacy and Numeracy Programmes.

8.0 TRAINING PROGRAMMES

The Resource Persons are being trained by the Non-Formal Education Branch of the Ministry of Human Resources Development, Education and Cultural Affairs 260 Resource Persons have been trained for this year. Project officers are included into this category.

9.0 AWARENESS PROGRAMMES

Awareness Programmes on National, Health, Human Rights, Environment Conservation and other civic Right are connected in CLC centers.

10 SPECIAL PROGRAMMES

i Special Day Programmes

Under this section the important celebration will be help to enhance the knowledge as

- International Literacy Day
- International Women’s Day
- international Children Day
- International Environment Day

11. THE HUMAN RESOURCES OF NON-FORMAL EDUCATION

			Responsibilities
1.	Director of Education	- National Level	} To plain out schemes projects, monitor and evaluate
2.	Deputy Director of Education	- National Level	
3.	8 Deputy Directors of Education	- Provincial Level	} Operate the National Level policies and Projects
	94 Zonal Directors on Zonal Level		
	200 Project Officers on Zonal Level and Divisional Level		
	94 In-service Advisers		

12. PROFESSIONAL DEVELOPMENT

Short time training has been given to each and every officer to monitor and evaluation the vocational centers.

13. EVALUATIONS

All the Project Officers and other Deputy Director of Education carryout necessary survey to promote the quality Development of the courses.

14. ISSUES

- Estate parents literacy negligence and caret Nance No. enough provision of Finance
- Lack of knowledge as International Non-Formal Education among officers.
- Difficulties in conducting national level survey.
- Inabilities of receiving facts figures and other information in war affected areas.

15. FUTURE PLANS AND SUGGESTIONS FOR DEVELOPMENT

- To start life long education centre in 2004 (connect with CLCs for preparing curriculum, certification, policy making and coordinating.)
- To strengthen the CLC and increase the number up to 324 (District Level)
- To receive financial assistance from UNICEF and UNESCO and other NGOs.
- To increase 324 functional Literacy Activity Centers.
- To obtain helps from Government and Non-government organizational..
- To have training opportunities for Supervision, Monitoring and Evaluation through UNESCO, UNICEF ACCU, APPEAL and other organization.

