

Thailand's Situation Analysis of CLC

1. Establishment and expansion of CLCs in the country

1.1 National policies and strategies of CLCs

1) *The second decade of education reform B.E.2552-2561 (2009-2018)*: The Thai government is committed to providing high-quality lifelong learning to all Thai people with emphasis on improving its quality and standard, increasing educational and learning opportunities and strengthening educational participation of all segments of society, so as to allow all Thai people access to high-quality lifelong learning through formal, non-formal and informal education at all levels and all types. Additionally, community learning sources are filled in every area for completing education system so as to serve and bring about the true learning society.

2) *The Constitution of the Kingdom of Thailand B.E. 2550 (2007) and the Convention on the Rights of the Child B.E. 2532 (1989)* have a spirit on the elimination of education inequity as identified in the Universal Declaration of Human Rights which indicates that every individual shall have the equal right to education regardless of gender, religion, ethnicity or socio-economic status. The spirit of the mentioned constitution and convention is indeed consistent with the world declaration on "Education for All; EFA"

3) *The Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008)*, Section 18 states that : An educational establishment shall perform the duties of promoting, supporting, coordinating and providing non-formal and informal education in collaboration with network parties. The operations of an educational establishment may provide for a community learning centre as a unit organizing and promoting learning activities and process for the community.

4) *The National Security Policy*: Since the southern unrest is connected to the complicated problems involving different dimensions, namely; education, justice, poverty, narcotics, fears and suspicions, etc. which prevent local people from going out to work leading to a deceleration in economic growth.

5) *The Philosophy of Sufficiency Economy and the Royal Strategies*: Understanding, reaching out, and development are their mainstream brought in for generating concrete practice that will make Thai people able to be sustainably self-reliant.

1.2 Objectives and target groups of CLCs

1.2.1 Objectives

1) To build the community learning sources for promoting literacy, vocational skills, hygiene, life skills, social and community development, quality of life congruent with community's culture and context covering all target groups.

2) To encourage participation of all segments of society leading to the cooperation at local level comprising GOs, NGOs, network parties, local administrative organizations, academic bodies, community leaders, as well as informants and gurus in the community to help manage CLCs and take part in providing activities and in solving problems.

3) To expand educational opportunities for all target groups responding to their way of life in terms of community based.

1.2.2 Target groups of CLCs

Thailand has established CLCs that give services in widespread coverage to all target groups, namely the disadvantaged, the disabled, workforce, the elderly, etc.

1.3 Number of CLCs

- Sub-district NFE Centre	7,403
- CLCs	1,275
- Hill Area CLCs	761

(Sub-district NFE Centres developed from regular CLCs through creating learning atmosphere to promote lifelong learning in the community)

1.4 Types of activities taking places at CLC

#	Lesson, Training, Activities at CLC	Please tick
1	Literacy	/
2	Post literacy	/
3	Non Formal Basic Education	/
4	Technical, Vocational, Income Generation	Some CLCs
5	Early Childhood Care and Education	/
6	Equivalency Programme (Primary)	/
7	Equivalency Programme (Lower/Junior Secondary)	/
8	Equivalency Programme (Secondary)	/
9	Community Dialogue and Meeting	/
10	Others (Life Skills, Community Development)	/

2. Quality assurance of programme delivery and learning achievement

2.1 Quality Assurance System for CLC programme/Literacy programme delivery (M&E system, minimum standards, accreditation, etc.)

CLCs have no quality assurance system nor curriculum since they are used as community learning classes where provide learning activities : formal non-formal and informal education and act as the focal points of the communities. Those CLCs are not educational establishments/institutions. Therefore, it needs not to have the aforementioned system and curriculum. However, there is a CLC standard handbook for CLC management contributed to ONIE's educational establishments for use.

2.2 Quality Assurance/ Certification system to access learning achievements (minimum standards/ benchmarks)

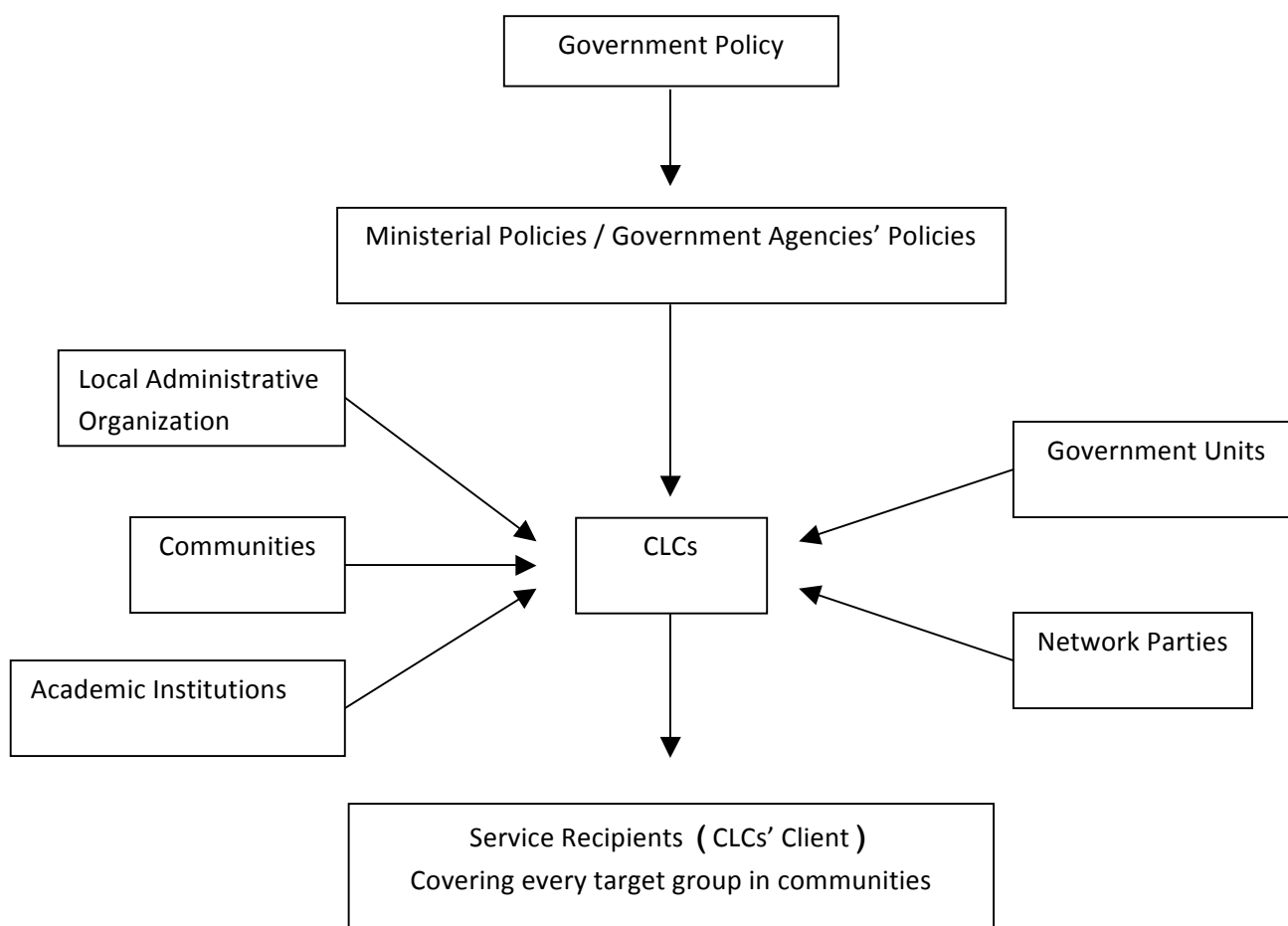
There is the above-mentioned system for only equivalency programme by using the NFE Basic Education Curriculum 2551 (2008). The structure of curriculum identifies credits of both compulsory subjects and elective subjects of primary, lower and upper secondary levels. Every learner must learn and finish all compulsory subjects as the basic requirement for graduation. For elective subjects, learners can select according to their learning plans. In providing that for specific groups namely, the disabled, the street children, the imprisoned, etc., the CLC facilitators through educational establishments can adjust the standards of learning to meet the needs of the target groups. The equivalency transfer of educational results and equivalency transfer of knowledge and experiences, as well as learning assessment shall be undertaken by the educational establishments, school committees and network parties base-on the guidelines and criteria formulated by ONIE.

Assessment of learning is a process to obtain data and information which indicates development, process, success, achievement of learners and others to promote learners to be able to develop their learning relevant to their learning competency. There are learning assessment by subject, assessment of activities for quality of life development, assessment of moral and ethic of learners and assessment of NFE quality at national level that the educational establishment must arrange for all NFE learners of last semester of all levels to undertake the NFE National Test which aims to obtain learners' achievement for improving quality of NFE provision not to pass or fail the learners.

3. Decentralization and Management of CLC

3.1 Organization charts from the Ministry/ district government to CLC

The structure of CLC management in Thailand is shown in the following chart:



3.2 Decentralization of programme delivery and curriculum development

The structure of CLC management in Thailand has the same direction throughout the country. Government agency at the ministerial level sets up the policy and decentralizes authority to provincial and district government organizations allowing them to take part in CLC establishment, implementation, promotion, support, supervision, follow-up and evaluation in order to achieve the objectives involving budget, technical matter, personnel and sharing in the utilization of resources among the communities, such as buildings, local wisdom, etc. through seeking cooperation from network parties, local administrative organizations, municipalities, communities, community leaders and academic bodies, etc. *according to the chart 3.1.*

All segments of society play a significant role in providing education activities to the general people or at least to their own target groups. For the said curriculum development, ONIE aims at developing the learners to have moral, ethic, intellect, good quality of life, capability in undertaking career and continuous learning in line with the following principles :

1. Flexibility in contents, studying time and learning process with the emphasis on integrating contents to actual ways of life of the learners, individual differences, and needs of the community and society
2. Promotion of equivalency transfer of educational results from formal, non-formal and informal education
3. Promotion of learners' development to undertake continuing lifelong learning with the belief in learners' capability in self development/fulfillment
4. Promotion of network parties to participate in education provision

3.3 Management of CLC

CLC Management in Thailand emphasizes on participation of communities, all segments of society and target groups in service areas. Learning activity provision and implementation conducted by CLCs must be in the form of community-based, such as using community capital : building, resource person, local wisdom, culture and tradition as well as coordination among community networks, namely sub-district administration organization, provincial administration organization, municipality, local leader, GO, NGO and private sector namely, the Office of Vocational Education Commission, the Consumer Protection Association, the Ministry of ICT, the Institute for the Promotion of Teaching Science and Technology, mobile medical unit, mobile bank, etc., every unit of which shall participate in CLC management and implementation in terms of both service provider and service receiver, ownership, co-thinking, collaboration, co-solving problems, integrating learning process and providing activities consistent with the community people's way of life.

4. ICT and NFE

4.1 Cases: Use of ICT to improve CLC management, monitoring and its delivery

There have been computer and software applications in CLC management which enable CLC management system to be more convenient and faster. It can be said that CLC's services to the general public has become more efficient in compliance with CLC clients' needs. In addition, CLCs have got support of ICT equipments from various organizations, such as local administrative organizations, the Ministry of ICT, NGOs, etc.

4.2 Cases: Use of ICT to improve learning of learners

- Providing services of information seeking via computer and internet to the general public
- Providing learning software in which target groups are interested

- Providing distance education programme via internet
- etc.

5. Literacy Survey and Assessment

5.1 Literacy survey and assessment at regular intervals

One of the missions of the Office of the Non-Formal and Informal Education is to provide education to the illiterates but the literacy survey which is actually conducted by the National Statistical office every ten years. ONIE has identified the target of literacy programme every year, in each which over 84,000 people have been set for the target. It is actually done successfully higher than the target set annually around 36,000 by using regular CLCs and Sub-District NFE Centres as a key mechanism. The programme is run most in the North emphasizing Thai hill tribe group. This programme gets financial support from the Bureau of the Budget every year. Currently, the literacy rate among Thai population is quite high around 92.6%. (The literacy rate of Thai males and females at the age over 15 years old is 94.9% and 90.5% respectively).

5.2 Literacy survey and assessment at ad-hoc base (recently done or to be done in near future)

- Data of the marginalized must be collected in systematic approach in the form of database which can be linked with other organizations concerned, such as the Ministry of Interior, the Bureau of the Budget, local administrative organization, etc. The data shall be updated every 6 months, particularly in the local areas. In addition, learning activities for literacy must be designed in diversity so that they can respond to the people's needs, especially to the marginalized's as well as their ways of life, including their learning chance for enabling them to learn by themselves at anytime they want through their whole lives.

- There must be really practical monitoring system and assessment continuously with more effectiveness.

6. Issues and Challenges

- Allocated budget from the government is yet insufficient for CLC implementation, organizing learning activities and providing IT equipment in order to promote people's learning and development enough to do jobs.

- In current situation, there are not enough NFE facilitators working in CLCs due to their lack of job security since their status is not permanent position like officials, their job changing then happens rather often. Moreover, for those who are still working with low payments have to bear a hard burden from their duties. Particularly, there are number of NFE facilitators working in the most risky areas under unsecured circumstances, the government does not yet provide them with more motivation and strong support to help them work with more effectiveness and happiness.

Translated by Kenika Sigvartson
Foreign Relations Section,
Planning Division,
Office of the Non-Formal and Informal Education (ONIE)