



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries

Lessons in transforming CLCs in Asia-Pacific contexts

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Why adult education and community learning centers?

*Contexts that demand going beyond
formal education*



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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 2020, 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





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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!





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Young women need spaces for learning and interactions



Eve teasing to girls



Early marriage



Drop out from school



Domestic work



Limited mobility

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

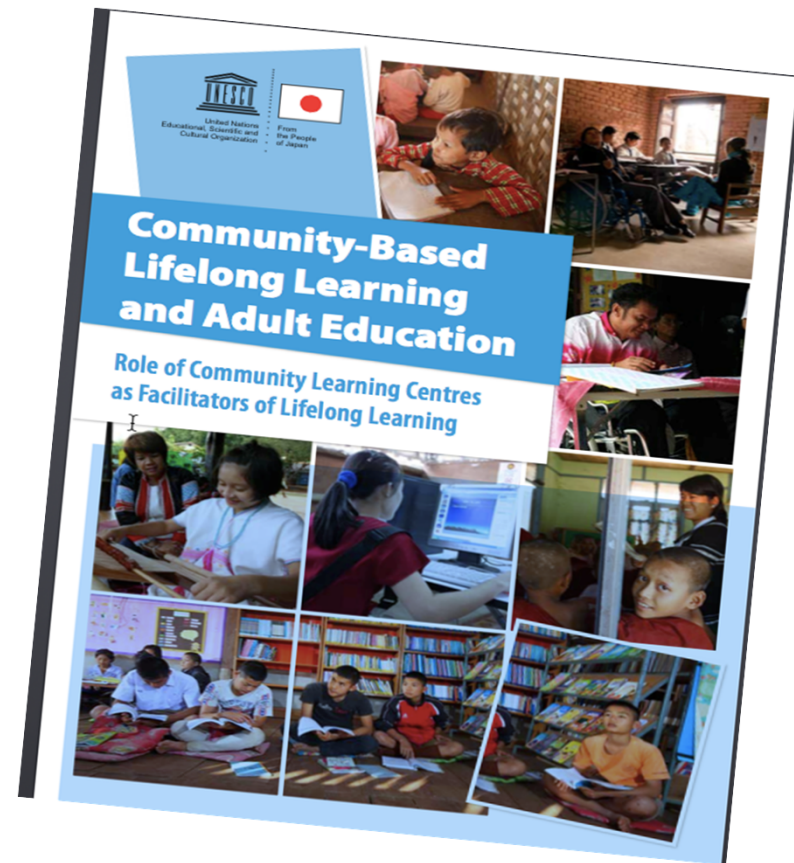
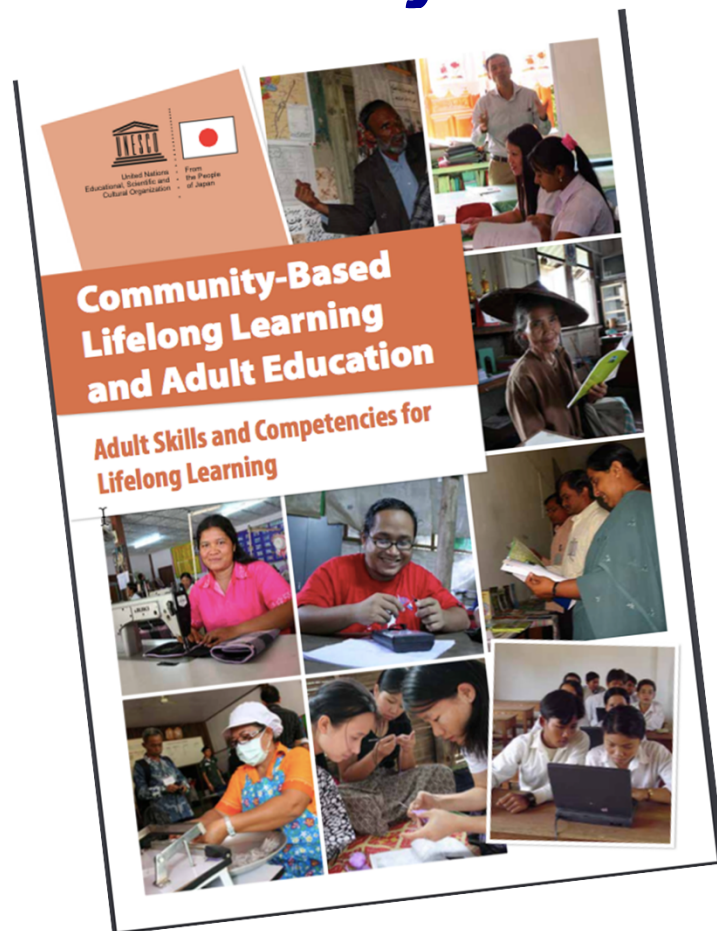




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Key Areas for Transforming CLCs

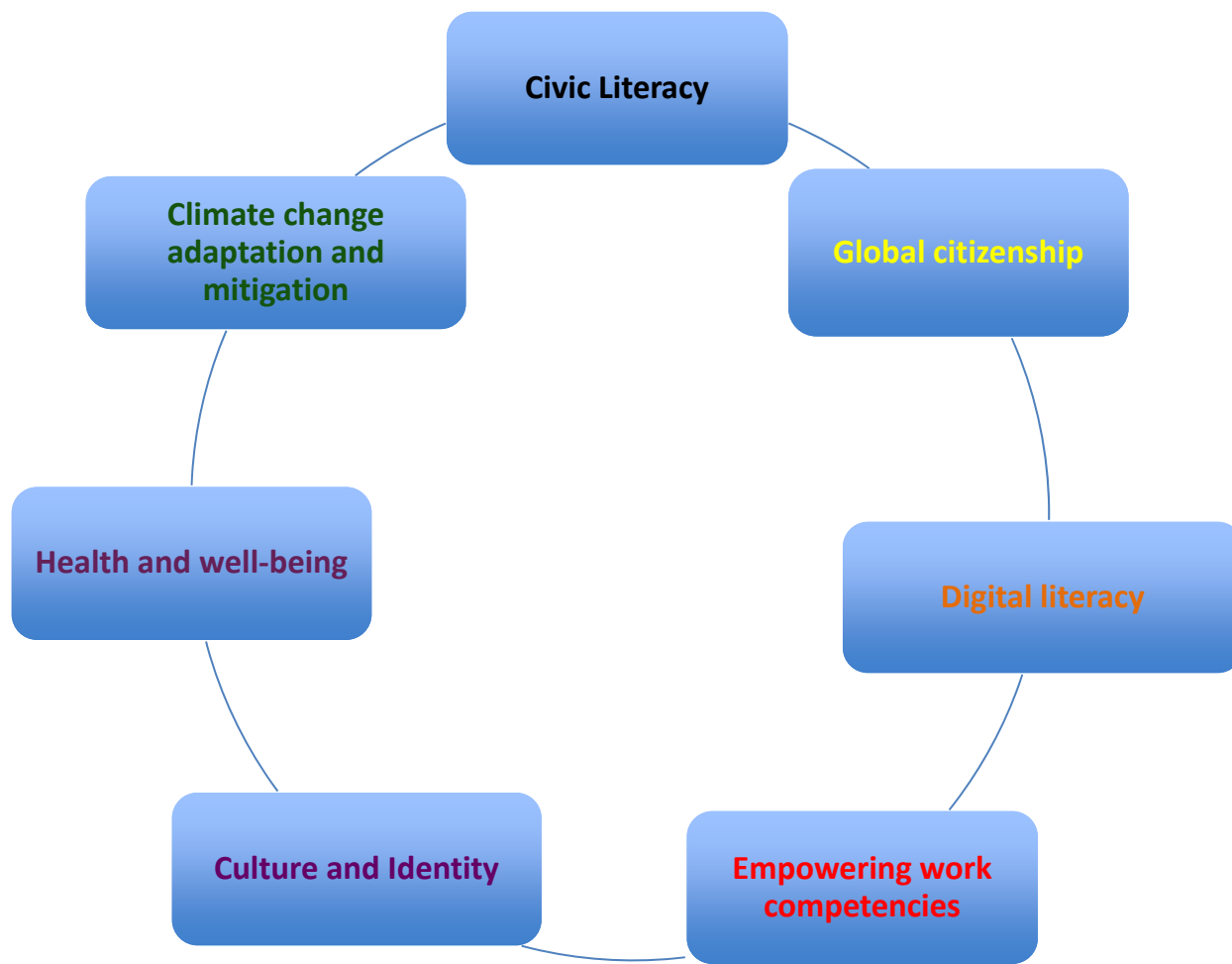
Lessons from countries in Asia-Pacific





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Asia-Pacific Competency framework: knowledge, skills, values towards sustainable development





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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



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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



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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.



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References

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- Key Indicators for Asia and the Pacific, ADB, 2017