

PREFACE

Community Learning Centres (CLCs) have traditionally been regarded as useful venues in local communities where literacy programmes and other non-formal education activities serving these communities take place. Over time, however, the more successful CLCs have enhanced their roles and expanded their services to include skills training, information dissemination on matters of community concern, capacity-building for income-generating ventures, community awareness and development, in general. In order to do this, it has become necessary for CLCs to expand their capabilities, expertise, and resources through collaboration with a variety of partners.

This report examines the experiences of some CLCs with such linkages and networks. It is based on six country reports from Japan, China, Bangladesh, Thailand, the Philippines, and Indonesia. These country reports, though quite different in scope, nevertheless have several common elements and a common methodology. The first part of this study identifies both the common features and the distinctive characteristics of CLCs that are identified in the country reports.

The main body of this study is the analysis of the six country reports. The first section of the analysis draws a composite picture of the CLCs, themselves, describing their basic structures, the role of local communities, their operating systems, their principal role players, their main activities and their beneficiaries. The second and more extensive section is the analysis of the linkages and networks of these CLCs, the rationale for these linkages, the benefits derived from them, and the obstacles and challenges that arise. Perhaps most importantly, the report goes into some detail to describe the process and strategies for *establishing* these linkages and networks, extracting from the collective experience of these six countries a nine-step process that may serve as a guide to other CLCs desirous of using linkages as a way to enhance services to their communities. In similar fashion, this report also looks at the strategies and processes for *sustaining* these linkages and networks, drawing up a five-step process for this purpose. It also provides a three-point guide for the process of *expanding* these linkages and networks.

The concluding part of this study synthesizes common elements that have led the CLCs studied to be successful. It also discusses obstacles and challenges, and ways to overcome them. Finally, a compendium of recommendations drawn from the country reports is presented and strategies for the future are discussed.

The six country reports have been synthesized by Dr. Victor Ordonez, a former Director of UNESCO Bangkok. We deeply appreciate and express our gratitude to him for his valuable contribution to this report.

It is our hope that this report will be useful for policy makers, planners and practitioners who are involved in education and community development.



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