Community Learning Center for Indigenous hill peoples

CHIANG RAI PROVINCIAL OFFICE OF NON-FORMAL AND INFORMAL EDUCATION

Thailand

THAILAND: **Figures at a Glance**

Area of Thailand 513,115 Sq.Kms

Population: 65 million

Language : Thai

Administrative : Central Administration, Provinces 77 Districts 927 Sub-districts 7,409 Villages 74,944

THAILAND: **Figures at a Glance**

Gross National Product (GNP) Per Capita 109,696 Baht (3,538 $)

Years of schooling : 8.2 years

Population aged 12-14 in lower secondary education: 99.23 %

THAILAND: **Figures at a Glance**

Population aged 15-59: 43.08 million

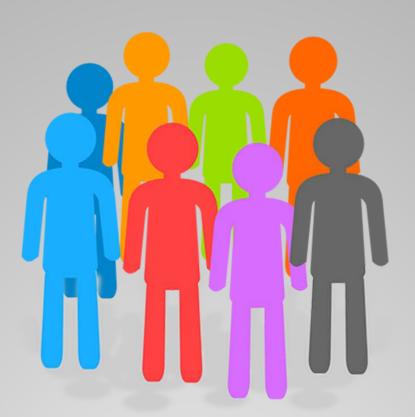Adult Literacy Rate (15+ years):
93.5   Male: 96.1   Female: 92.3

Basic Education for population aged 15-59 years: 73.35% do not complete upper secondary education

Chiang Rai Province
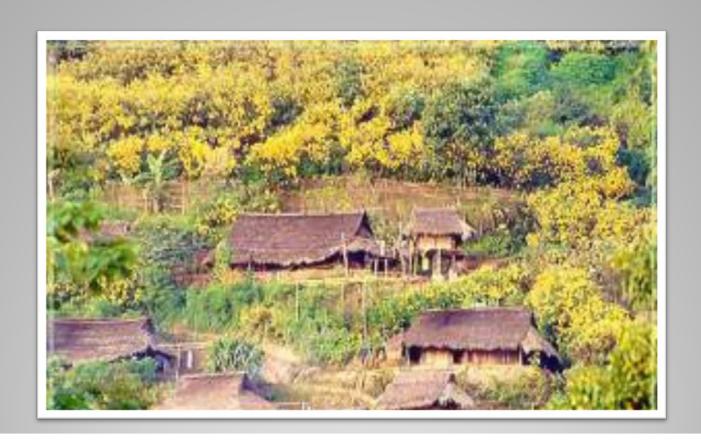
THE NORTHEST OF THAILAND

10 % are indiginous hill people or ethnic minority groups

They are living along
the mountainous area

where are regard as risk prone to various problem such as

- Inconvenient communication
- Lack of infrastructure
- Poor living condition
- Lack of education opportunities

Background of CLC in Thailand

➢ **1972 Village Newspaper Reading Centre was set up.**

➢ **1985 CLC was formally established.**

➢ **1998 The concept of CLC development towards Education for All was emphasized.**

➢ **2004 The concept of CLC as Lifelong Learning Center was initiated.**

Locations of CLC

❖ **Community**

- **Formal School**

- **Sub-district Administrative Organization/Municipality Office**

- **Temple/ Mosque**

- **Slum Area**

- **Village Reading Center**

❖ **Go's and Ngo's institution**

- **Military Camp**

- **Prison and Rehabilitation Center**

- **Health Center**

- **Factory/Department Store   etc.**

CLCs in Hill Areas

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Teachers are sent in to live in the community and to set up education center. Each center is constructed by the villagers. Classes are organized for both children and adults using a curriculum which is based on the needs and problems of the indigenous peoples.

Activities

Literacy Promotion Programme

Use Thai Knowledge & essential information

Activities

Basic Education Programme

Primary-upper secondary level

Activities

Education Provision
For Vocational Skills Development

Work & management
Generate extra income
/reduce expenditure

Activities

Education Provision
For Life Skills Development

Develop behavior

Member of community
Hamonous culture

Activities

Learning society
Strongly power
Local culture
Local wisdom
Environment
Democracy way
....

Education Provision
For social & community
Development

❖ Training∕Seminar

❖ Learning exchange Forum

❖ Community Learning
process promotion

❖ Environment activities

❖ Etc.

Hill Area Project/CLC for indigenous peoples

- **The learning process depending on the learning speeds and time available for study of each learner. Evaluation of learning achievements is assessed through changes of behaviors by the teachers along with the village development committee.**

Structure and mechanism

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- **The courses organized , duration , group learners and accreditation depend on activities which the needs and interests of learners.** such as Literacy promotion programme ; The learners are expected to be able to use Thai for daily communication and for searching knowledge, as well as information essential for living. The programme is provided for the adult groups who are still illiterate or ever learn but have forgotten as they might never have chance to practice.

Structure and mechanism

- Basic education programme ; offers the basic education for adults of 15 years of age or above , the learners who have completed lower secondary level and would like to further their studies to complete upper secondary level.
- Education provision for vocational skills development ; offers the knowledge and understanding regarding occupations with the work and management skills

Content

- Consist of existing situations and problem in the community which have different contexts. Hence some may focus on environment, AIDS, drug addiction and others.

Content

- It should encourage learner to have a variety of skills set starting from planning, project writing, marketing, accounting, facilitating meeting, delivering public speech, technology for communication and development, monitoring and evaluation.

Content

- Learner-centered should be delighted from learner's needs and problem according to their backgrounds and professions. This also include sustainable in community such as natural resource conservation, integrated agriculture, long-life development, human-rights, community participation and democracy.

Learning and teaching approach

The programs rely on the methods:

- Sharing experiences

- Discussion and exchange of ideas

- Active planning to solve problems

solve problem

exchange of idea

planning

Learning and teaching approach

- Group study and self-studying are encouraged by using learning media , tools and self study kits

Learning and teaching approach

- Focus on learning by doing.

- Continuous development of curriculum, teaching aids, learning kits as well as methods on how to effectively evaluate teacher manuals and teacher training consistently by the new concept of life-long learning.

Management of CLC for sustainable Lifelong learning

- participation of communities
- community-based
- integrating learning process
- providing activities consistent with the community people's way of life
- local wisdom

Sustinability of CLC

❖**Participation** of communities in planning , resources mobilization, including monitoring and evaluation.

❖The planned activities of the Community Center need to see **an overview of all the context**. The development community has linked many aspects such as : the problems and needs of the community, environmental issues , economic etc.

Sustinability of CLC

❖The facilitator create and develop a **network** , promote cooperation in the activities for the community.

❖After achieving at once , people in the community will be ensured that they can do **by self-reliant**

❖The learning process is **the process of development** , and be **ultimately sustainable.**

Challenges and Constraints

1. Development must be planned. Community must recognize the real problems and analyze them on the spot. Set "**planned community**" with the integration of collaboration between all those involved.

2. Development must start by **the potential of the community.** The community's role as a "core" in all processes. Achieve sustainable development by the community for the community.

Challenges and Constraints

3. **Development takes time**. It will be seen achieve success by learning the error and have corrected several times.

4. The facilitators play the role as a **"stimulating"** of the development. They must have the skills and knowledge of work and motivate the people in community. Also they must have the skills problem solving and **build confidence of the community for participation in development.**