

**A Study on the Current Practice of the Non-  
formal Education Programmes in the Community  
Learning Centres in Sri Lanka.**

**L.M. Kapila Bandara  
Index Number 2004/M.ED/G/05**

## Content

	<b>Page</b>
<b>Chapter One – Introduction</b>	<b>1 – 11</b>
1.1 Background to the Study	1
1.2 NFE programme in the CLCs in Sri Lanka	3
1.3 Identifying the problems	6
1.4 Significance and Relevance of the study	7
1.5 Objectives of the study	9
1.6 Definition of terms	10
1.6.1 Community Learning Centres	10
1.6.2 Non-Formal Education	10
1.6.3 Income generating programmes (IGP)	11
1.7 Conclusion	11
<b>Chapter Two- Literature Review</b>	<b>12 - 47</b>
2.1 Introduction	12
2.2 Theoretical background of the concept of CLC	12
2.2.1 Location of CLCs	13
2.2.2 Function of CLCs	13
2.2.3 How to set up a CLC	13
2.2.4 Monitoring and Evaluation process of CLC	15
2.2.5 Function of income generating programmes in the CLCs	15
2.3 Function of CLCs in the selected countries	17
2.3.1 Bangladesh	18
2.3.1.1 Main Activities	18
2.3.1.2 Strengths and weaknesses	18
2.3.1.3 Future Plans	18
2.3.2 China	18
2.3.3 India	20
2.3.3.1 Strengths and weaknesses	21

2.3.3.2	Future Plans	21
2.3.4	Indonesia	22
2.3.4.1	Function of CLCs	23
2.3.4.2	Future Plans	23
2.3.5	Malaysia	23
2.3.5.1	Functions of CLCs	
2.3.6	Thailand	24
2.3.6.1	Main Activities	25
2.3.6.2	Strengths and weaknesses	26
2.3.6.3	Future Plans	26
2.4	Review of Studies in abroad	26
2.5	Studies in Sri Lanka	43

**Chapter Three- Methodology** **48 – 55**

3.1	Introduction	48
3.2	Population	48
3.3	Research questions	48
3.4	Sample	49
3.4.1	Step One	49
3.4.2	Step Two	50
3.4.3	Step Three	51
3.4.3.1	Participants' Sample	51
3.4.3.2	Instructors' Sample	53
3.4.3.3	Project Officers	54
3.5	Data Collecting Tools	54
3.5.1	Questionnaires	54
3.5.2	Structured Interview	54
3.5.3	Observation	55
3.5.4	Basic Data Sets	55
3.6	Analysis of Data	55

**Chapter Four Data Analysis and Interpretation** **56 – 81**

4.1	Introduction	56
4.2	Identify policy; procedures and processes adopted for implementation	56

the CLC programmes.	
4.2.1 Policy	56
4.2.2 Location of CLCs.	58
4.2.3 Function of CLCs	58
4.3 Identify the general background information of the participants	61
4.4 Ascertain the current practice of income generating courses in CLCs	64
4.5 Identify the participants, instructors' attitude towards the income generating courses in the CLC.	73
4.5.1 Participants' Attitude	73
4.6 Identify the problems faced in implementing programmes in the CLCs.	77
4.7 Recommendations	77
<b>Chapter Five- Conclusions and Recommendations</b>	<b>82-90</b>
5.1 Introduction	82
5.2 Conclusions	83
5.2.1 Policy	83
5.2.2 Background information	84
5.2.3 Ascertain the current practice of income generating courses in CLCs	84
5.3 Recommendations	86
5.3.1 The need for a national planning committee	87
5.3.2 Decentralized planning	87
5.4 Conclusion	88

## List of Tables

<b>Chapter Three</b>		<b>Page</b>
Table 3.1:	Community Learning Centres functioned in the Western Province in 2007	50
Table 3.2:	Community Learning Centres in Piliyandala Educational Zone	51
Table 3.3:	Participants' sample	52
Table 3.4:	Participants sample according to the programmes	52
Table 3.5:	Instructors and Project officers sample	53
 <b>Chapter Four</b>		
Table 4.1:	Age and marital status of the participants	61
Table 4.2:	Education level of the participants	62
Table 4.3:	Occupational statuses of the participants according to the age wise	62
Table 4.4:	Main purposes of Participants of following the courses	63
Table 4.5:	Participants responses on basic steps of IGPs	66
Table 4.6:	Drop out percentage of the participants from the courses:	67
Table 4.7:	Course selection according to the Age distribution	69
Table 4.8:	Course selection according to the Education level	70
Table 4.9:	Number of programmes followed by each participant	71
Table 4.10:	Attitudes of participants towards IGPs in the CLCs	74
Table 4.11:	Attitudes of instructors towards IGPs of CLCs	76
Table 4.12:	Problems faced by the participants	77
Table 4.13:	Problems faced by the instructors	78

## List of Figures

<b>Chapter Two</b>	<b>Page</b>
Figure 2.1 Steps for setting up CLCs	14
<b>Chapter Three</b>	
Figure 3.1: Participants sample according to the programmes	53
<b>Chapter Four</b>	
Figure 4.1: Organizational Structure of NFE of MOE in Sri Lanka	59
Figure 4.2: Marriage status of the participants	61
Figure 4.3: Main purposes of Participants of following the courses	63
Figure 4.4: Drop out percentage from the each course	68
Figure 4.5: Course selection according to the Age distribution	70
Figure 4.6: Course selection according to the educational level	71
Figure 4.7: Course profile according to the number of courses followed by participants	72

## **Executive Summary**

The main objective of this study was to conduct a scene survey of the current practice of the income-generating programmes in the Community Learning Centres. Information was gathered from the participants, instructors, project officers and the directors of zonal and provincial departments to achieve the objective of this study. The findings of this study will help in the policy formulation and enable comprehensive systematic intervention for effective implementation of income-generating programmes in the Community Learning Centres. Several data collecting instruments were used in gathering information. Questionnaires and interviews were used mostly. In addition to them secondary sources published by the NFE unit, Ministry of Education and the other provincial departments were referred to identify the policy and procedure of IGPs in the CLCs.

Two sets of questionnaires were administered to collect data from the sample of participants and the instructors of the CLCs. Interviews were held with project officers and directors of zonal and provincial educational departments with an aim to identify the planning, implementing and monitoring processes of IGPs in the CLCs.

Both qualitative and quantitative data analysis methods were used to present and interpret the data gathered through the above instruments. Some of the findings from this study are stated below.

As revealed in the literature review, UNESCO has formulated some policy framework in relation to the CLC programme. Although, Sri Lanka has agreed to follow those policy and procedures in their CLC programme, they are not proceeding properly and efficiently in this.

Steps taken to make the community aware of the income generating programmes in the Community Learning Centres were not adequate and effective. The strategy that was used to inform the people on CLC programmes was conveying the message through the current participants.

Sufficient information was not provided on marketing demand within and outside the community.

Needs assessments done on the existing resources available in the community were not conducted properly and adequately.

The attention paid to develop basic and higher occupational skills of the participants, including entrepreneurial and marketing skills (development of curriculum, programmes, and training manual and learning materials) was not sufficient.

Follow-up services provided, for self-employment and wage employment through placement, credit facilities, co-operatives and marketing outlets were not satisfactory and the facilities available in the community learning centres were not adequate.

Following recommendations can be made according to the findings of this research.

More effective advocacy of CLC has to be conducted to increase public and community awareness and to encourage more community commitment and participation.

A network of satellites has to be established in some remote hamlets to encourage more people participation in IGPs in the CLCs

CLC executive committees have to be established and strengthened for more effective management and operation of IGPs through Assisting project officers in identifying the real needs of the community and designing an appropriate income generating programme for their CLCs, introducing a market place, strengthening relation ship between the CLCs and other development agencies, fulfilling necessary resources in the CLCs and by conducting regular needs assessments to ensure the IGPs responsive to promote life standard of the community and to address directly on community's problems and issues.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Non-formal education (NFE) became part of the global discourse on education policy in the 1970s largely as a reaction to the inadequacies of the formal education system and was perceived as an alternative process in countries with very low literacy levels.

In the 1990s education has come to the forefront of the development debate. Human resource development through education and training has been recognized by development planners as a vital element in the overall process of development. Wherein, both developed and developing countries paid their attention again from a new perspective to Non-formal education as a powerful medium that can be reached for all communities to develop their personal, professional and social life.

After reaffirming “the right to learn and commitment to meet the basic learning needs of all our people” by expanding learning opportunities and working for a fully literate society at the Jomtien conference (Thailand,5-9, March 1990) on Education for all, every country had to use all suitable educational strategies and channels of information communication and social actions in order to achieve the needs of the people.

According to Ogono, (2000) NFE is a social and human development force providing its contribution in several ways to the human society. Some of them are as follows:

- It provides in numeracy and literacy to the citizens who had no opportunity to be in the formal system or those who have dropped out before completion.
- It provides a wide range of learning services for unskilled and semi-skilled workers.
- It tends to correct the distortions, which arise from the formal school system.
- It fills the gap created by the former school system.
- It is a means of socialization and preservation of traditional culture.
- It provides opportunity for innovations.

Among all the other educational channels in the current educational system, non-formal education deserves a prominent place as a flexible strategy. It is open to any one to obtain any aspect of knowledge as well as skills on a lifelong basis without limits as to entry qualification, age or length of training (Coombs,1973). Also this view is ensured when he states that non-formal education is open to meet the specific needs of particular groups of children, youth, and adults in the community. It includes various kinds of educational activities such as agricultural extension, skill training, health, family planning and income-generating programmes and literacy programmes for youth and women.

Traditionally, Community Learning Centres (CLCs) have been regarded as useful venues to implement NFE activities in local communities where NFE activities already serve the communities. Considering the potential and vital role that these centres play, the UNESCO regional office in Bangkok, through its APPEAL programme (Asia Pacific Programme of Education for All) launched its CLC project in 1998. Its purpose was to support the expansion and institutionalization of CLCs in countries where some form of them existed, and to initiate the development and use of such centers in other countries.

The CLC provides various learning opportunities for the empowerment of all the people within a community and it aims to improve their quality of life and these results develop the community which in turn promotes social transformation.

The main thrust of the APPEAL CLC project has been to promote contextual design and adaptation to diversity, in keeping with the diversity of the Asia-Pacific region. From this point of view, the project has allowed for wide variation in the nature of Community Learning Centres and the activities carried out by CLCs.

Currently, CLCs have enhanced their roles and expanded their services to all the countries in the Asia-Pacific region which include skill training, information dissemination on matters of community concern, capacity building for income-generating ventures, community awareness and development.

Many of the scholars in the field of education believed that the proliferation of non-formal education is a way to overcome the inability of formal schooling to provide equal access for the school-age population.

“Non-formal education has been a largely underdeveloped sub sector in education. Compulsory education legislation has necessitated provision for out of school children as a transition measure to universal elementary education. Non-formal education programmes also have the potential to meet the needs of school dropouts and school leavers and adults for vocational skills as well as for general education for personal and national development” (Perera ,2002).

Taking into account the practicability and suitability of NFE, many countries in the world, have decided to introduce NFE for their education practices with the purpose of minimizing the socio-economic problems they face as a country.

## **1.2 NFE activities in the CLCs in Sri Lanka**

Necessity of non-formal education was felt in Sri Lanka, after the youth up rise in 1971. Considering the emerging situation in the country and international trends, it was decided to establish a national unit for NFE in order to offer vocational training opportunities for school leavers. As a result, the NFE division in the Ministry of Education was established at the beginning of 1970s in order to meet specific needs that were not met by the formal education.

According to the proposals for a National Policy Framework on General Education in Sri Lanka (2003) the concept of NFE became popular among communities throughout the country due to the activities carried out by the national unit of NFE in the Ministry of Education. Currently, multiplicity of ministries, departments, private establishments and non-governmental organizations execute NFE programmes in the country.

Most of the non-formal education programmes are implemented by the Ministry of Education in collaboration with the provincial ministries of education under the guidance of the new division of non-formal education of the Ministry of Education.

Presently, NFE programmes of NFE unit are carried out by mainly the Community Learning Centres (CLC). The concept of CLC was first introduced to Sri Lanka in 2002. This is a new and innovative approach to increase literacy in the country with a view to provide opportunities of basic education to all as well as to establish linkage between education and development.

The NFE programmes undertaken by the CLCs can be divided in to three main courses as follows;

- Literacy programmes
- Awareness programmes
- Income generating programmes

The literacy programmes function as two programmes in the field with the aim to achieve the basic needs of two different groups in the country.

1. Basic Literacy for street children
2. Functional Literacy

The main objective of the basic literacy programmes is to literate the illiterate community of the society. In addition, the literacy programmes are specially established to develop the literacy of the street children; (Nana Sarana) that is to admit non-school going children to formal schools after improving their literacy and then helping them to adapt to the formal school environment.

Functional literacy programmes operate with the aim to develop necessary functional skills needed for day-to-day work. Currently, these programmes aim to develop the necessary skills of the women who expect jobs in the Middle East.

Various programmes such as health, nutrition, family planning, agriculture etc, are conducted under the awareness programmes focusing on adults and youth.

Various income-generating courses are maintained in the CLCs with the purpose of improving personal, professional and social life of the community. The central focus of income-generation is to alleviate poverty and contribute to the development of human resources in the following ways:

- empowering people to identify their economic needs and explore ways and means of fulfilling them
- promoting self-confidence and the ability to undertake income generating activities through appropriate and adequate training and motivation
- providing opportunities for continuous upgrading of vocational knowledge and skills for gainful employment
- developing a team spirit for working together for sustainable social and economic growth

(Unesco Evaluation Report, 2005, p.41)

In addition, some of the above courses are run under the same theme in selected locations of the country where CLCs are not established.

According to the progress report for 2005-2006 of NFE unit of Ministry of Education (2006), 142 CLCs have functioned throughout the country and out of which 06 were mainly involved in the street children programme. 7495 participants have followed various income generating courses in these centers.

### **1.3 Identifying the problem**

Like many of the developing countries of the world today, Sri Lanka also faces the social, economic, political and educational problems such as unskilled workers, unemployment, underemployment, illiteracy, not achieving compulsory education and social economic disparities. According to the World Bank Report (2005) Sri Lanka has not yet achieved universal compulsory education, with 18% of children failing to complete grade 9. Therefore, Sri Lanka is faced with the challenge of meeting the target of universal compulsory education by providing all the children between ages 5-14.

Poverty rates are highest among individuals working in elementary occupation; agriculture, forestry and fisheries workers; and craft and related workers.

(World Bank Report 2005,p11).

The unemployment rate for the entire labour force of those aged 19-60 is clearly lower than the unemployment rate of the young people aged 19-29, where male unemployment is 17% and female unemployment is 27%. (World Bank Report, 2005)

Considering this background, various governments that came in to power from time to time and the NGOs carried out various kinds of projects to solve those problems. Among them, the establishment of CLCs as human development centers as well as the learning resource centers is particularly important.

Despite the establishment of CLCs in different location of the country, the productivity of these establishments is doubtful due to the following reasons;

poor participation

poor coordination

poor facilities etc.

enrolment rate to the jobs is poor

dropouts rate from the courses are high

lack of capacity of the NFE unit etc.

The organizations responsible for the function of CLCs, launch their programmes without paying attention to the above mentioned problems.

#### **1.4 Significance and Relevance of the Study**

Taking a clue from the World Bank Report (2005) and Ogonos' study (2000) it is felt that NFE is a very practicable strategy that can be applied to solve the various problems faced by the country. The present study envisages focusing on policy action needed to solve these problems. The study will focus on reaching out the vulnerable socio economics groups and cater to their basic needs. Therefore, this study will help the agencies that undertake the NFE programmes to adapt their programmes in order to give a better service to the community.

Presently, there is a global effort to identify the shortcomings of the previous efforts of expanding non-formal education activities in the areas of education, health, agriculture and environment; it is also a national need to identify the current practice of NFE programmes in the Sri Lankan context.

Although, there were number of in-depth studies carried out based on various problems of the education system in Sri Lanka, very little attention has been given to the problems related to NFE in the research studies. Therefore, this study will contribute to fill the gap in this field. On the other hand, this is a national need to find out whether the expected outcomes have been achieved from the above effort and if not what the role of NFE would be and its contribution to the Sri Lankan society.

In addition to that, various governments have taken various efforts at national level to promote non-formal education. Some of them are;

- Recruitment of 200 permanent non-formal project officers to organize activities at divisional secretariat level in 1994.
- The policy framework was further widened and the annual financial allocation provided was also increased in education reform process in 1997.

- Compulsory education regulations were published by the Gazette extraordinary notification No: 1003/5 dated 25 November 1997 and the intention was to provide facilities for every child of the age group of 5-14 years to obtain education in schools or through suitable non-formal education programmes.

In this context, it also is a national need to find out whether the expected outcomes have been achieved or not from the above effort, if not what is the role of NFE and its contribution to the Sri Lankan society.

Therefore, there is an urgent need for a situation analysis on the role of NFE programmes implemented by different institutions throughout the country. As the first step to meeting this national need, it was decided to conduct a survey on NFE programmes carried out by the NFE division of Ministry of Education based on the Community Learning Centres. This effort will help in the comprehensive systematic intervention of effective implementation of NFE programmes.

### **1.5 Objectives of the study:**

1. Identify policy; procedures and processes adopted for the implementation of CLC programmes.
2. Identify the background information of the participants in to the courses of CLCs.
3. Ascertain the current practice of income-generating programmes in CLCs
4. Identify the participants' and instructors' attitude towards the income-generating programmes in CLCs
5. Identify the problems in implementing programmes in the CLCs

## **1.6 Definition of Terms**

### **1.6.1 Community Learning Centre (CLC)**

The CLC concept was introduced by UNESCO Regional office in Bangkok, within its APPEAL project in 1998, will consider as the operational definition in this study. According to them, the Community Learning Centre (CLC) is defined as a local educational institution outside the formal education system, for villages or urban slum areas, CLC programme is built on the past experience of implementing various adult, non-formal and continuing education. CLCs are usually set up and managed by community people. (UNESCO, 2000)

The CLC provides various learning opportunities for the empowerment of all people within a community, aims to improve their quality of life, and the resulting community development promotes social transformation. It also aims to work as a human resource development centre for the community as well as for providing access to development oriented information to all people. The CLC, through its coordinating role between people and development agencies, will eventually become a catalyst for local development.

### **1.6.2 Non-Formal Education Programmes**

There are number of definitions on NFE have been given by scholars in the field of education. Among them, a general and broadly accepted definition of NFE was first given by Coombs (1973), “Any organized educational activity out side the formal system whether operating separately or as an important feature of some broad activity that is intended to serve some identifiable learning clientele and learning objectives”. In this study, the Income-generating programmes function in the CLCs is defined as NFE programmes.



### **1.6.3 Income-Generating Programmes (IGPs)**

Programmes that are functioning in the CLCs with the aim of developing income-generating skills of the community (Beauty Culture, Cake Making, Sewing) are considered as the income generating programmes in this study. The specific objectives of income generating courses are to develop skills;

- to meet immediate needs, where a productive person produces enough food to feed himself/herself and family,
- for wage employment and
- for self employment.

(Unesco Evaluation Report, 2005, p.41)

## **1.6 Conclusion**

This chapter mainly discusses the background information, rationale of the study and the current situation of the research problem with the purpose of getting a correct perception about the problem. Chapter 2 elaborates further by considering the significant points highlighted from chapter one and the review of other literature in relation to this study.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

The main purpose of this chapter is to build up a comprehensive research background in relation to the study. The related literature in this chapter will be confined to three sections. Section one is devoted to review of theoretical background of the concept of CLC. Section two of the chapter discusses about the policy and implementation process of CLCs in selected CLC participating countries in the Asia Pacific Region to get an overall view about the function of CLCs. Section three deals with review of studies carried out in abroad as well as in Sri Lanka under the spectrum of NFE.

#### **2.2 Theoretical background the Concept of CLC**

The aim of a CLC is to empower individuals and promote community development through life-long education for all people in the community, including adults, youth and children of all ages. The main beneficiaries of a CLC should be people with less opportunities for education, for example, pre-school children, out-of-school children, women, youth, and the elderly. As Rahman (2002), there is a need for institutionalized education and information support services in the society in order to reach the unreached for education and continuous updating of knowledge and life-long learning. These needs are expected to be met with through the Community Learning Centre programme.

The specifications for policy and procedures of the concept of CLC are mentioned in detail in the UNESCO, APPEAL Report (2003) as follows;

##### **2.2.1 Location of CLCs**

A CLC can be set up in different compounds in the community, as long as the facility is easily accessible to all people in the community and should be a place where people's intellectual desires are fulfilled. The CLC doesn't necessary require new infrastructures, but the use of existing buildings such as health centre, temple, mosque, primary school should be explored.

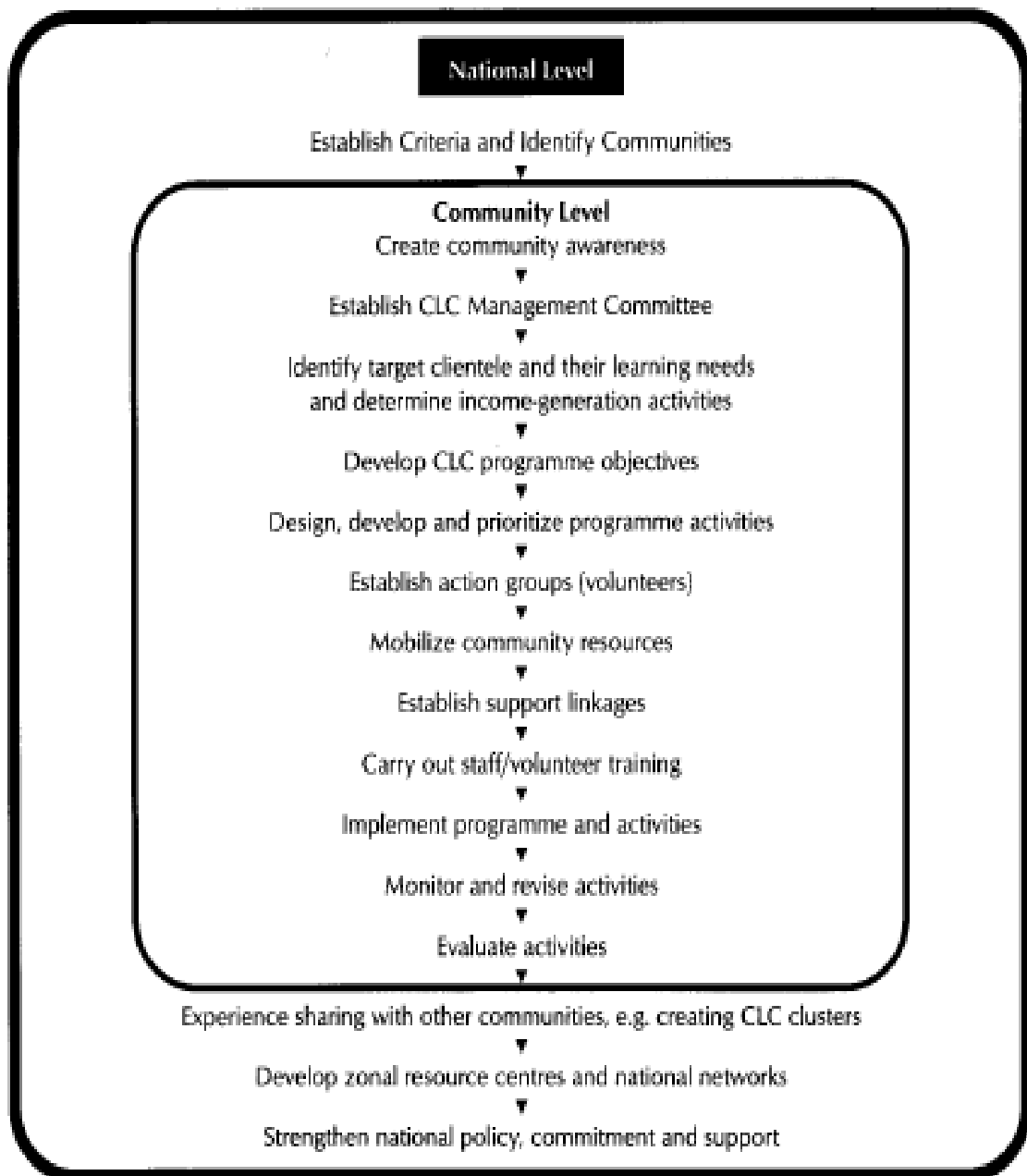
### **2.2.2 Functions of CLCs**

The CLC can function as a venue for education and training, resource and information center and in various development activities in the community and community networking. The activities should be flexible and participatory. It should allow for leadership to emerge from any member of the community, while support mechanisms should also be made available through strengthened coordination, networking and partnership.

### **2.2.3 How to set up a CLC**

The following are the general steps of establishing a CLC:

1. Create community awareness
2. Set up CLC committee
3. Identify learning needs
4. Mobilize community resources
5. Establish support linkages
6. Design and develop programmes/activities
7. Organize staff training
8. Implement programmes and activities
9. Monitor and evaluate project



Adapted from: APPEAL, 2001

Fig. 2.1 Steps for setting up CLCs

#### **2.2.4 Monitoring and Evaluation Process (M & E)**

Monitoring and evaluation are very important for effective decentralized management at the community level. Though monitoring and evaluating are often undertaken by external experts and agencies, more emphasis should be given to internal monitoring and evaluating by CLC personnel. This will enable CLCs to meet the changing needs and demands of the community more effectively without depending on the advice of the external support. Internal monitoring and evaluating will also promote the ownership of the CLC activities and raise awareness for quality of services provided by CLCs.

Documentation and reporting of experiences and findings is generally weak in NFE. Proper documentations can help CLCs to be accountable to the community as well as donors for their activities including the use of various resources provided to the CLCs. A good reporting mechanism from CLCs can provide district and national offices with necessary information to develop further interventions by these offices. APPEAL initiated MANGO (Map-based Analysis for Non-formal Education Goals and Outcomes) project that aims to assist member states to develop data collection-process-reporting mechanisms in NFE.

#### **2.2.5 Function of income generating programmes in the CLCs**

Seven steps are followed for developing income-generation programmes in the CLCs:

1. Prepare the community for change and development through the mass media
2. Provide information on marketing demand within and outside the community
3. Conduct needs assessment including a survey of existing resources available in the community
4. Mobilize existing intellectual resources available including occupation-specific groups and local savants
5. Develop basic and higher occupational skills, including entrepreneurial and marketing skills (development of curriculum, programmes, training manual and learning materials)
6. Organize training courses
7. Provide follow-up services for self-employment and wage employment through placement, credit facilities, co-operatives and marketing outlets

(UNESCO Evaluation Report, 2005, p 41)

The objective of income-generation is to develop skills;

- To meet immediate needs, where a productive person produces enough food to feed himself/herself and family.
- For wage employment
- For self employment

The central focus of income-generation is to alleviate poverty and contribute to the development of human resources in the following ways;

- 4 empowering people to identify their economic needs and explore ways and means of fulfilling them
- 5 promoting self-confidence and the ability to undertake income-generating activities through appropriate and adequate training and motivation.
- 6 providing opportunities for continuous upgrading of vocational knowledge and skills for gainful employment.
- 7 developing a team spirit for working together for sustainable social and economic growth.

(UNESCO, APPEAL, 2005)

### **2.3 Functions of CLCs in Selected countries**

According to the UNESCO, APPEAL Report, (2003) CLC member countries in the Asia Pacific Region have conducted a state of scene survey of function of CLC programmes in their countries. This section helps to get an idea on the practice of the CLC programmes in their countries.

#### **2.3.1 Bangladesh**

Lead Agency in implementing CLC activities in Bangladesh is Dhaka Ahsania Mission. It has been running more than 800 community learning centres in 69 unions in 5 districts in cooperation with the Directorate of NFE and UNESCO. Since 1998, with the support under the UNESCO APPEAL's CLC project, 24 out of 45 existing CLCs in Narsingdi District have expanded their functions from post-literacy centres and community libraries to the lifelong learning centres for providing continuing education opportunities for the rural population through community participation.

CLCs are not limited to the newly-literates, but accessible to all people in the communities, including illiterates, out-of-school children, people with limited reading skills, local school students

and youths to participate in various activities, particularly focusing on income generating activities and quality of life improvement in areas such as health and nutrition.

### **2.3.1.1 Main Activities**

CLCs have been serving as training, information and issue-based discussion centres for community members and other local agencies. As an information centre, daily/periodical newspapers, newsletters, and information materials on health and nutrition, income generation, environment, legal rights, society and culture, right and duties, child labour, etc. are made available. CLCs are also utilized by local extension department and NGOs to conduct need-based vocational training.

### **2.3.1.2 Strengths and Weaknesses**

CLCs are now locally managed centres so they address issues of relevance to the local community, particularly the women, and they are proving the worth of community-based continuing education intervention, which has been largely missing in Bangladesh. However, the functions of CLC management committees need to be improved, especially in management of activities, networking with local service providers, and resource mobilization. The linkage of CLCs with other government and NGOs also need to be strengthened.

### **2.3.1.3 Future Plans**

Future plans of CLCs include:-Organization of union-level Community Resource Centres to provide technical support to village-based CLCs. Provision of NFE for out-of-school children through CLCs for their mainstreaming to education.- Strengthening the role of CLCs as vocational training centres and information service centres.

## **2.3.2 China**

Institute for Educational Research in China (2000) describes, the project of "Rural Community Learning Centers for Poverty Alleviation" has been carried out in three provinces of China, namely Gansu Province, Yunnan Province and Guangxi Zhuang Autonomous Region. With support from local governments, the educational institutions and schools, more than 60 Community Learning Centers were established at township or village levels according to the ideology of serving the local social economic development. An important task for CLCs in rural areas is to promote the

development of reaching the educationally un-reached and improve the capacity of little reached to improve the quality of productive forces as well as the quality of local population and their living standards. In China, the ultimate aim of CLC is to improve the social development, achieve the success of sustainable development and make every community a better place for the people to live in together. As an effective measure to achieve education for all and the ideas of learn to live together in the new century of knowledge economy, CLCs in project provinces have become the foundation for the establishment of life-long learning system in rural communities.

Through more than five years of CLC practice in China, it has been recognized that the establishment of community learning centers as non-formal education forms should be based on the philosophy: "Of the local people, by the local people and for the local people". No matter it is in rural communities or urban areas. "Of the local people" means that the ideas of CLC should first be advocated to local people to initiate their awareness and full understanding about the functions of CLC in a community. "By the local people" refers to the establishment and management of CLCs mainly depends on the local people with support from local authorities, organizations and educational institutions. "For the local people" is to firmly determine that the main task and objectives of a CLC is to provide the local people with cultural, educational and technical services according to the practical needs in promoting the social and economic development of the local community.

The community learning centers are mainly depending on the resources of the local government, institutions, schools and community people. In the development of CLC project in China, the cooperation between local CLC and local government should be further strengthened. The other important factor is the involvement of local schools and educational institutions. As the supporting and participating institutions, all the educational equipment and facilities can be used for activities and training classes of local community learning centers.

Concerning the functions of CLC, there is still more space for improvement. As we are living in a changing world with fast development of information technology, the CLC should play an even more active role in dissemination the application of modern technology, such as using of computers, application of ecological agriculture. As an effective way to achieve education for all and the ideas of learning to live together in the new century of knowledge economy, CLC strategies should be made for the establishment of life-long learning system and for the character development of individuals in a learning society.

Finally, to further promote the development of CLC project in China. China put forward the following suggestions: conducting project personnel training at various levels for CLC personnel; compiling and publishing a handbook on collection of CLC project activities; improving the



theoretical research on project activities and to meet the urgent needs in practical learning and training activities.

### **2.3.3 India**

Indian Institute of Education (IIE) serves as the implementing agency of CLCs. Since India is a big country with diversified populations and cultures, activities of each CLC is different according to the needs and resources in the community. In general, most CLCs focus on the development of the community through education, socio-economic and cultural activities. Main activities include: legal literacy, communication skills, income generation through agriculture, micro credit, reproductive health, sanitation, early childhood care, sports and folk culture.

Various information has been disseminated through meetings and libraries covering such topics as decentralized governance, income generation and effective communication in the community. Empowerment of women has been placed as the 'main road' to sustainable development of families, local communities and society as a whole in many CLCs.

#### **2.3.3.1 Strengths and weaknesses**

CLC activities are planned and carried out by the CLC management committee in consultation with resource persons of the NGO through regular meetings. This participatory process can help identify specific needs of respective age groups of the community, so that CLCs can provide variety of activities to different age groups. Many CLCs organize Self-help Groups according to the areas of interests as well as age groups such as children, adolescents women and senior citizens.

On the other hand, the participation of community people is often limited since most people are busy with their day-to-day work in the farm. Shortage of local resource persons is another constraint towards making the CLCs fully community owned organizations. Although women empowerment is one of the priorities of many CLCs, in reality, participating of girls and women is not always easy mainly because of socio religious pressure, e.g. cast system as well as low self-esteem of women themselves.

#### **2.3.3.2 Future Plans**

Implementation of CLCs will be strengthened through the training of personnel, undertaking researches and conducting various skill training programmes including computer-based activities.

Based on the successful experiences in individual CLCs, linkages and networking with other development programmes will be developed in view of the National and state Education for All policy and strategies. In particular, coordination between Continuing Education Centres and CLCs need to be promoted at the local as well as state and national levels.

#### **2.3.4 Indonesia**

The Directorate General of NFE and Youth has developed NFE programmes for the disadvantaged population, which took the form of a CLC project in 1998. There are now more than 800 CLCs supported by the Directorate throughout the Indonesian provinces. NGOs, community organizations, Muslim schools and other local organizations have helped implement this project. The Directorate has promoted CLCs to other ministries since 1999, and succeeded in getting attention of the President of the country. Since 2001, the central government has realized the CLC as one of the institutions for poverty alleviation.

Two pilot CLCs have been also initiated by NGOs at the end of 1999 with support from UNESCO. One was initiated by Bishop of Padang in Siberut, Western Sumatra, targeting ethnic minorities in remote areas, and another was started by LAPAK-ITI in Jakarta Bay, an urban coastal zone community with serious environmental problems. Siberut CLC had a development-focus and harnessed local wisdom and technologies, where as Jakarta Bay CLC concentrated on environmental education and awareness. These projects were supported by local organizations such as universities, NGOs, religious and other institutions, and they cooperated closely with the local communities.

Main activities organized through CLCs are functional literacy, Early Childhood Care and Education (ECCE), equivalency programmes, skills training, entrepreneurship training, and women education. Target groups are mostly from the low-income family around the CLCs. Generally, the main supervision is done by its founder, e.g. individual, NGO, religious institutions, formal education institutions, private companies. For CLCs which receive supporting funds from the government, supervision is done by direct NFE committee.

The strength of CLC in Indonesia is its integrated concept of learning, community empowerment, and business in one model using holistic approach. Indonesia has been going through the transition in government management systems from highly centralized to highly decentralized management. This has caused some unclarity in dividing the role of central, province and district government and so in supervision and monitoring and evaluation system for CLCs.

#### **2.3.4.1 Future Plans**

It is suggested:

- to develop academically a generic model which integrates poverty alleviation, community empowerment, business and sustainable development in one concept, and to start a project for exploring this model in depth from the existing business enterprise.
- to make CLC as a movement in developing the community. It is important to spread and maintain the spirit in serving, developing and making ‘alive’ the people/community in CLC personnel capacity building.

#### **2.3.5 Malaysia:**

Institute for Rural Advancement (INFRA) is the lead agency in implementing CLC activities in Malaysia. The ‘Rural Vision Movement 2020’ is the national drive to transform rural Malaysia into a developed and progressive sector. With this Vision, lifelong education is accorded a high priority in order to provide a sufficient pool of well educated, highly skilled and strongly motivated workers. To reach this goal, CLCs have been given a strong role in strengthening community development, both in rural and urban areas.

UNESCO has supported the CLC activities under the Institute for Rural Advancement (INFRA), Ministry of Rural Development, and the Kelantan Poverty Alleviation Foundation, an NGO for poverty eradication movement.

INFRA serves as a research and development institution for CLC management and it gives high priority to computer literacy courses for CLC management leaders to reduce the digital gap between rural and urban areas. Kelantan Poverty Alleviation Foundation provides lifelong education through its activities. The major programmes conducted under their 4 CLCs are computer literacy, orphanage, academic excellence, quality of life improvement, income generation and future-oriented programmes. Especially two of those 4 CLCs focus on computer literacy.

The challenges in CLC programmes are the lack of close coordination and cooperation among different government agencies for overseeing the CLCs, and the lack of coordination and understanding between the government and NGOs in distribution of each other’s role, support and facilitation. There are also the needs to strengthen the CLC capacity to increase the funds, expertise, local participation, and local community leadership.

Serious efforts are being made towards establishing a more effective and systematic mechanism for NFE. In 2002 the INFRA is to initiate and play the leading role in setting up a formal central NFE coordinating mechanism for literacy and lifelong learning in the country, however it is subject to the cabinet approval.

### **2.3.6 Thailand**

CLC programmes in Thailand are carried out under guidance of the Office of Non-formal Education Commission (ONFEC), Ministry of Education. The idea of community learning centres began in Thailand prior to the UNESCO-supported CLC project, and currently there are 6,300 sub-district level CLCs in all 76 provinces. The UNESCO-supported CLC project has further supported the ONFEC in strengthening the existing CLC mechanism and network in Thailand, particularly at the grassroots level. Since 2001, UNESCO also collaborated with the Prince Sirindhorn's Foundation for the Development of Children and Youth in Remote Areas to set up 9 new CLCs and renovate 15 existing CLCs under the Foundation's Thai Mountainous Mae Fa Luang Project targeted at the hill tribe children and youth in a remote district of northern Thailand.

The pilot CLC project in Thailand was launched in September 2000 with support from UNESCO APPEAL. Fifteen CLCs were established: 12 CLCs at the village level in 4 regions of the country (North, South, Central, and Northeast) and 3 CLCs in urban slum areas in Bangkok. The pilot project was also financially supported by UNDP, and implemented in cooperation of four main government agencies: the ONFEC, the Department of Community Development, the Office of the Prime Minister and the Rajabhat Institutes. These agencies have either contributed funding support for specific projects, or provided technical support, for instance for occupational training activities. Each CLC also sought and received additional support from within its own community both from private donors, business, and the community members at large. From the inception of CLCs, the community members have played a prominent role in setting up the CLCs.

#### **2.3.6.1 Main Activities**

The activities vary from one CLC to another, due to the different needs and available local knowledge in each community. One general similarity of CLC activities among the pilot CLCs is literacy, including minimal degree of computer literacy and the other similarities are skill training, income generating activities, and the dissemination of news and information utilizing the Internet. Some CLCs have developed community database using the computer, and widely advertise their

locally made products to a larger market through their website. Also, one of the most important aspects of CLC project is networking with neighboring villages, existing local educational institutions and experts, government offices and NGOs.

### **2.3.6.2 Strengths and Weaknesses**

CLCs have provided a venue for community activities as well as a place to work jointly to discuss community problems and solutions. In every community, it is now accepted that the CLC is the place for community meeting and discussions, and it has improved people's involvement in community development and contributed to community empowerment. The most common challenges of CLCs are the lack of time for active community members to commit to the CLC activities and the lack of administrative experience of CLC committee members.

### **2.3.6.3 Future Plans**

Some of the future plans of CLCs are:

- Establishment of CLCs to cover all sub-districts of the country
- Establishment of mobile CLCs for indigenous people
- Promotion of SME through all CLCs' activities
- Strengthening the use of ICT and internet in CLCs
- Action research to identify replication models of village-level CLCs
- In-service training to all concerned personnel

## **2.4 Review of Studies in abroad:**

Six countries conducted surveys on income generating activities implemented in the CLCs in their countries with the purpose of getting a sense of the importance and universality of certain types of activities. This study shows that skill-training programmes are most popular activities at CLCs (90%). The other programmes conducted are income generating (79%), equalancy programmes (69%), early childhood education programmes (55%), reading corner programmes (48%), literacy (31%) and art and culture programmes (21%).

(UNESCO Report, 2007)

Several studies of CLCs have been undertaken as part of project monitoring and evaluation, comprehensive reviews of their current practices and operation were proposed in order to strengthen and institutionalize CLCs under EFA planning and implementation. Accordingly, research studies

were undertaken during July – September 2005 in Bangladesh, China, Kazakhstan, Indonesia, Nepal, Thailand, Uzbekistan and Viet Nam. The following presents a synopsis of research findings from the nine participating countries,

In Bangladesh, community-learning centres (CLCs) are increasingly seen as an important strategy for socio-economic development through non-formal education and adult learning. In Nepal, local schools serve as centres for initiating education and community development activities. In Indonesia, CLCs tackle illiteracy and promote non-formal education options for children and lifelong learning to improve the quality of life of the people. In Viet Nam, CLCs focus on continuing education to reinforce literacy and provide equivalency and income-generating activities.

In Lebanon, CLCs empower the rural poor in hitherto neglected areas with useful personal, social and employment skills. In Thailand, CLCs contribute to improving literacy and providing learning experiences to strengthen sustainable and self-sufficient communities. In Kazakhstan, CLC programmes focus on vocational training, life skills and cultural activities that empower individuals and promote community development through lifelong education. In Uzbekistan, CLC programmes provide an opportunity for individuals to acquire knowledge and skills that are essential to gain employment. They also contribute to the preservation of cultural heritage. And in China, CLC programmes and activities in rural areas emphasize measures to achieve Education for All goals, lifelong learning for literacy and training in practical life skills with linkages to community education in urban areas.

CLCs in the participant countries have largely been created with the initiative and support of local community groups, NGOs, external donors and/or development agencies, and in certain cases with the support of local and national governments.

Their management and organization patterns, however, vary from one country to another. In Bangladesh, local communities and NGOs provide most of the support for CLCs, with assistance from aid agencies, donors and development partners. However, in Indonesia the government and district NFE offices are responsible for providing a major part of the funding requirements and for ensuring the execution, monitoring and evaluation of programmes. Supplementary financial needs are met by organizing bazaars, market fairs, and cultural and sports events. In Viet Nam, local CLC committees and managers are responsible for steering and overseeing operations. The Government provides a certain amount of financial support, supplemented by modest amounts that have come from local people. In Lebanon, NGOs and municipalities organize and supervise CLCs, with the help of volunteers from the local community. In Nepal, the organization and management of CLCs vary from place to place and from one sponsor to another. Advisory and local management

committees oversee the planning, execution and supervision of programmes in collaboration with district education offices and NFE units.

CLCs have made a positive impact on the promotion of literacy and continuing education in the participant countries. In Bangladesh, they have contributed to the education of rural illiterate adults and out-of schoolgirls by empowering them with productive social and economic skills. In Indonesia, CLC programmes that teach reading and writing, and which impart work skills for small home industries have been successful with learners. In addition, Indonesia's National EFA Action Plan specifically identifies early childhood development, life skills learning, social equity and gender parity, adult literacy, and the right of indigenous peoples to basic education as principal areas for CLCs to cover in their activities. Lebanon, Nepal, Thailand and Viet Nam all report that participants in CLC programmes have benefited in terms of learning new skills, assuming leadership roles, and acquiring confidence in their daily lives. In Kazakhstan, national policy makers have acknowledged that CLCs can serve as an effective programme model to fulfill the needs of youth and adults in acquiring employable skills and habits aimed at improving the quality of life and ensuring stable incomes. In China, CLC programmes and activities have demonstrated clear benefits for participants in rural communities in terms of increased literacy skills and a positive outlook regarding the value of education for adults, youth and children. Increasing numbers of parents who participated in CLC programmes have realized the intrinsic value of education and are voluntarily sending their children to school. Those who have moved to urban areas adapt to new job situations with minimum difficulty.

All of the country research reports emphasize the need to forge intimate linkages between CLCs and national development policies and programmes. They also stress that CLCs' potential to make an effective impact and contribute to the attainment of EFA must be fully exploited and harnessed. There are indications that in certain countries changes have started to occur in these areas. However, the degree and extent of the changes reported are not commensurate with the challenge and the tasks ahead. Well-articulated and forceful coordinated efforts need to be mounted to translate these developments into real practice. Another important issue that arises from the findings of the country research relates to the scope of CLC programmes. The range of programmes and activities undertaken by CLCs in the participant countries varies widely in their scope and methods of operation. The concern is that CLCs must not claim to be able to do everything, everywhere. They must select those programmes and activities that local people deem most essential and can manage and support with the resources available. Equivalency is also a concern in all participant countries. Effective measures need to be initiated to give credit to the knowledge and skills that CLC participants have acquired and relate them to appropriate regular education channels. The

financing of CLC programmes and activities is another key issue discussed in all country reports. It is imperative that participant countries gradually develop appropriate mechanisms and modes of operation whereby the basic financial requirements of CLCs can be satisfied, taking into account and drawing upon the viable sources of financial and other support existing in each country. Various UN and specialized agencies, donors and other development partners are already engaged in a variety of community development programmes focused on literacy and non-formal education, health, skill training, and the empowerment of women, and should thus be explored as sources for support. Finally, co-operative networking arrangements must be encouraged and complementary programme strategies need to evolve in order to effect synergy in the application of resources that support CLC programmes and activities.

Nanda (2003) conducted a case study on “Issues and challenges for Non-Formal Education” based on the programmes administered by Indira Gandhi National Open University (IGNOU) under the spectrum of non-formal education. According to the findings of the study the following issues have come to the surface.

1. The growth in enrolment has not been uniform across all programmes and at different study centres. Enrollment of a small number of students with some of the study centres has rendered them virtually non-functional.
2. The present study centre network is urban based, leaving small towns and rural areas out of reach and focus.
3. Locational access to study centres and their timings, have in many cases, made it difficult or impossible for students to attend counseling sessions regularly to seek clarification and advise with regard to courses and specializations to be chosen. In view of the above whether study centre approach alone can take education to the doorsteps of the students in the state is a questionable proposition.

In the light of the issues discussed above, the challenges for IGNOU in effective management of its non-formal education programmes are:

1. There is an urgent need to create awareness amongst study centres spread over different locations about the programmes being offered by IGNOU.
2. Net working of various study centres has to be integrated with the rural areas of the region, in which they operate. It is expected to enhance the accessibility of the distant learners seeking education through IGNOU.



3. IGNOU has to match and balance various educational packages with the expectations and felt needs of the prospective learners.

Through the above research findings, it has pointed out that it should be considered about needs of the participants, de-centralization of centers, awareness of participants about NFE centers in designing NFE programmes in a country.

The CLC participating countries undertook case studies during 2001 – 2002 and reported both positive impact and difficulties as future challenges through the implementation of CLCs. The following is a brief summary of these findings.

### **Positive impact**

- As a community based organization, a CLC has invited community people to participate in the process of decision-making regarding the content of activities in the centre. An ownership of programmes may be stressed as a unique feature of CLCs comparing with other literacy or training classes.
- Accordingly, CLCs have served commonly agreed interests decided through collective action by community members. While organizing educational activities as an entry point, CLCs are holistic and multipurpose organizations, covering socio, economic and cultural aspects in the community.
- In particular, most CLCs start the activities to meet immediate needs of the community and people in such areas as life skills, income generation through small-scale enterprise, health, culture and recreation. It makes positive contributions toward poverty alleviation, improving the quality of life and building the confidence of community people, especially of the poor.
- At the same time, a CLC cannot arrange all kinds of activities in its premises due to the limited space and resources. Creation of a network and developing coordination mechanisms among different sectors in the community is important for successful CLCs. Networks have been established with external agencies in many CLCs that can provide technical interventions to improve the operation of CLCs.
- Some CLCs are set up in remote areas where there is no learning place for community people. In this case, CLCs have functioned as the tangible symbol of the community and facilitated lifelong learning including activities for youth and adults as well as early

childhood care and primary schooling for younger children who can not walk to a school located far away.

- Some countries like Cambodia, Myanmar, Uzbekistan and Vietnam have included CLCs as important strategies under the EFA national plans towards 2015.

## **Challenges**

Future challenges in CLCs may be summarized as follows:

- 2 Resources in terms of human, material and financial aspects are still limited in many CLCs. Systematic approaches and continuous efforts for resource mobilizations and generations are needed.
- 3 Status of CLC personnel is low in general, and so the work of CLCs is considered as a temporary job. Many CLCs depend on the volunteerism of local people, which sometimes become too much of burden for them.
- 4 Linkages and coordination within the community and with outside agencies are needed to strengthen CLCs. Efforts need to be made on this not only at the community level but also at district and national levels.
- 5 Participation of community people in CLC operations is not always voluntary with strong ownership. Participation of disadvantaged groups in the decision making process needs to be ensured. For example, women are often the recipients of services in CLCs only, and not part of the decision making process.
- 6 Since CLCs formulate action plans based on the local needs, the activities are often limited to the ones to accommodate the immediate needs. Through appropriate interventions of local government and NGOs, developmental issues such as legal matters, human right, environment, etc. should be included in activities in the long run.
- 7 Political, financial, technical support and monitoring and evaluation are needed to be further developed more systematically as part of the NFE programme rather than time/budget bound projects.

The effective implementation of the CLCs is depending on the following aspects;

- 1 Community participation
- 2 Resource mobilization
- 3 Capacity building of the CLC officials

4 Networking and Linkages among CLCs

5 Monitoring and Evaluation

6 Regular documentation

[http://www.unescobkk.org/fileadmin/user\\_upload/appeal/CLC/Reports 2008/4/11](http://www.unescobkk.org/fileadmin/user_upload/appeal/CLC/Reports 2008/4/11))

Darunee(2000) noted that the key factors of successful Community Learning Centres are community ownership, resource mobilization, capacity-building, linkages and networking, monitoring and evaluation, and political support.

As mentioned in the ILO, IPEC Report (2002), it has been found important for the success of the programme to involve the community from the start when conceiving an NFE programmes; Report has pointed out some steps to set up NFE Programmes;

1. Social mobilization of community leaders to orient them on the programme and convince them to organize community meetings to discuss the programme;
2. Orientation of parents, together with municipal staff and local NGOs and/or community based organizations (CBOs) on the objectives, target group and activities of the programme;
3. Recruitment of local NFE facilitators;
4. Enrolment of participants
5. Learning needs assessment of the participants
6. Setting a time schedule together with students for the most convenient times for them;
7. Structuring NFE classes on the basis of education modules;
8. Testing participants at the end of the NFE courses.

Ogonor (2001) stated in his article on “Non-Formal Education for social development: The Nigerian government has established NFE centres during different periods such as Better Life for Rural Women, Skill acquisition Centres, Family support program etc. In which, many of the programmes were short lived due to following management flaws;

**Planning:** Many of the programmes were established by the views of the Heads of states that were in power at the time of inception. There were no long and short-term plans for such programmes. Thus, there were no provisions for continuity of the programmes when the supporters were out of power. They were run as private organs though public resources were utilized for these.

**Staffing:** The organization revolved around the supporters of the government of the day. The organs did not seem to have defined structure. They appeared to be the private enterprises of the first ladies. Positions in these programmes were occupied by the friends and relatives of those in power.

***Control and Co-ordination:*** Power was centralized and the activities in many cases deviated from the acclaimed objectives of the programmes. Thus, in such cases, there was no impact made on the beneficiaries of the programme in terms of social, political and economic empowerment. The programmes appeared to lack a sense of direction and purpose.

The programme of Action in India (1992) outlined strategies for strengthening of the NFE scheme including:

- 4 Setting up NFE centres based on a micro-planning exercise carried out for UEE.
- 5 Central role for community by involving them in setting up of the centre, identification of the instructor and supervision of the NFE centre.
- 6 Efforts to evolve different models of NFE programme for different target groups.
- 7 Adequate training and orientation of NFE instructors. 30 days initial training of instructors and 20 days in subsequent years etc.
- 8 Linkage with the formal school to facilitate lateral entry of the learners from the NFE stream.
- 9 Efforts to link non-formal courses with formal schools.
- 10 Adoption of learner-centered approach. The learning levels for the learners to be equivalent to the formal system.

Programme Evaluation Organisation (PEO) of the Planning Commission (2001) in India conducted a programme evaluation on implementation of the NFE Scheme.

The PEO's findings were:

- 3 Insufficient involvement of the local community, the Village Education Committees (VECs) and the Panchayati Raj Institutions (PRIs).
- 4 The absence of linkages for entry at different levels into formal schools and for tie-ups with the National Open School.
- 5 The notion that the alternative system is inferior, second-rate and second-grade, both qualitatively and quantitatively.
- 6 Insufficient decentralization of administrative and financial powers.
- 7 Insufficient flexibility.

- 8 NFE needs to recognize that different children's groups have different educational needs and modify itself accordingly.
- 9 Lack of success with girls.
- 10 The attendance at girls' centres and the number of women functionaries in the programme has been noticeably low.
- 11 Poor coordination of the work of VAs with state governments.
- 12 Low overall coverage of the scheme.
- 13 It covers less than 10% of the out of school children.
- 14 Delay in release of funds at all levels.
- 15 Poor completion rates for the primary level by children studying NFE centres.
- 16 Very low transition rates to the formal system.

As Singh (2000) claimed, Department of NFE in Thailand provides the out of school and underprivileged population with opportunities to study and improve their occupations and living conditions. The services of the department are organized through the operationalisation of five Regional NFE Centres. Courses are offered through these centers to tackle illiteracy and meet vocational training needs in addition to their role in researching, planning and co-coordinating with other NFE agencies.

The Department of NFE in Thailand has three principal missions as follows:

1. Organization of NFE activities and services for population who have missed the chance to pursue their learning in the formal education system and for those populations who are disadvantaged for one reason or another.
2. Providing support and encouragement to programmes and activities conducted in formal education sector in order to enable them to achieve curriculum goals and objectives.
3. Providing support and encouragement to population in their pursuits of learning through informal modes in order to help them achieve their learning goals from various sources such as families, communities, societies as well as other educational resources that exist in the environment in which they live.

The NFE centres function for two hours daily at a time suitable for learners. But in many states the centres have functioned in the evening and night to accommodate children who are working during the day. The NFE Scheme did advocate flexibility in various aspects of running of the

centre but the manner of its implementation resulted in a uniformity and rigidity almost across the country. Certain states like Andhra Pradesh and Madhya Pradesh could not implement modified approaches, which had been worked out by them within the existing NFE scheme. Clearly, in its present form the NFE Scheme could not ensure quality primary education for out of school children and the objectives and measures outlined in the National Policy Education (NPE) and Programme of Action (POA) (1992) could not be adequately met.

Graham Brown (1991) has drawn attention to some pointers to the success of non-formal programmes. And he explained that there are a number of dimensions that have proved to be crucial to effectiveness;

- 17 The quality and relevance of materials
- 18 The reinforcements of programmes
- 19 Training and motivation of workers

A pilot project on CLCs was initiated by the Indian Institute of Education Pune, through its Centre for Education and Development of Rural Women (CEDRW), Shivapur in 1999.

Seven CLCs have been in operation in two Blocks of Pune District, which is a rural agro-based area, while the CLC at Shivapur is functioning as a Nodal Centre to provide technical support to the CLCs.

In many developing countries, the male participants outnumber the female ones. The international data suggest that the countries in developing Asia, Latin America and the Caribbean have higher proportions of women enrolled in NFE than the African countries. (Carron, Roy and Hill, 2000)

According to Gallart (1989) In Quebec the participation rate in NFE of adults with a university degree is 39 per cent as against 36 per cent in the case of college degree holders, 17 per cent in the case of secondary education degree holders and 5.5 per cent in the case of those who have completed primary school or less.

According to the IIP Research Report, (2000), many people tend to complete their knowledge and skills by taking NFE courses immediately after the completion of a given levels of formal education. The author of the Argentinian report interpreted age distribution she observed as follow;

<b>Country</b>	<b>Year</b>	<b>Age band</b>	<b>Proportion of those enrolled</b>
Botswana	1978	>30	71.5
Swaziland	1978	>30	82.6
Jordan	1981-2	>25	35.4
Chile	1979	>25	50.6
Colombia	1978	>25	57.9

Venkataiah (1985) conducted a research project on “Effectiveness of NFE programme in Chittoor District.” Some of the major findings of the study were as follows:

1. Every year, as in the case of formal primary schools, the dropout rate of girls was more than boys in NFE centers.
2. Proportion of dropout was highest in 1980-1981 and it was gradually decreasing year by year.
3. The number of working hours of the centers in a year in different blocks did not vary significantly.
4. Even after the existence of 5 years, the NFE centres under study could enroll only two-thirds of eligible clients had yet to be covered in respective centres.

Naidu (1982) conducted “A study of the Educational Problems of the participants in NFE centers in Karvetinagar Block.” The objectives of the study were to find out the educational problems of the participants in NFE centers, whether the educational problems differ between the age groups, male and female groups and the influence of age and sex on the educational problems of the participants. According to the findings, the major problems were:

1. Textbooks available were less than the number required.
2. There was no proper lighting in the centre.
3. There were no required teaching materials.
4. There were no sufficient books for reading.
5. Not knowing the method of reading by which maximum learning takes place.
6. Getting absent to centre due to work at home.

Fourth All India Educational Survey (1982) mentioned that only 6,631 villages had facilities for NFE for the age group 6-14 and 1,94,173 participants including 57,985 (29.86%) girls were participating in this age group. This accounted for only a poor percentage of around 0.5 enrolled of the out of school population in this age group.

The NFE group of NCERT (1982) conducted a survey on 228 NFE centers established through its Regional Colleges of Education and Field Officers in different states in order to narrate the experience of NCERT. Some of the major conclusions of the experiences were:

1. There was still some vagueness about the concept of NFE and about what it was expected to achieve.
2. It was not necessarily bound by the requirements of a formal syllabus and requisite coverage of the subject matter as in tune of formal system. But it might not be so completely separated with formal education.
3. People wanted education with a view to obtaining a certificate, which was equivalent to what the formal school gave after specified years of schooling.
4. The NFE teachers should be trained to teach children in an educational situation different from formal education in several aspects.
5. Need and problem based curriculum was appropriate for NFE.

Unesco (1982) an in-depth survey of non-formal education in Tamil Nadu was carried out by a special committee of experts and educationists. The main purpose of the survey was to meet the challenging tasks of eradication of literacy, provision of useful education to dropouts and out of school youths. The reports of the committee revealed 134 impressive programmes of non-formal education.

The programmes were classified as follow:

A. General Educational Training

- 5 Remedial and Basic Education
- 6 Orientation Course in General Education
- 7 General Youth Education and Service Programme

B. Occupational Training

1. Agriculture
2. Fisheries
3. Nutrition Education
4. Industrial Training



5. Health
6. Social Welfare Education and Training
7. Cottage Industries Training
8. Commercial Education
9. Management Skills
10. Teaching Programmes
11. Self Employment Training

Chickrmane (1979) in his study on NFE titled “elementary NFE for out of school children.” The purpose of the study was to develop the scheme for elementary NFE for out of school children. Four major educational needs were identified and a curriculum for six subjects was drawn up. The findings of the experiment indicated that;

1. Universalisation could be achieved through part-time education for out of school children,
2. The part-time education should be of three categories:
  - The majority who dropped out before class four;
  - General education for those who left after class four but would be going in for secondary education;
  - Vocational education for those who left after class four, desiring to take up a vocation,
4. Though it was not feasible to have separate classes for the small number who had studied till class four, they required some compulsory education and elements of vocational education, particularly, agriculture and gardening,
5. All education should be imparted through activities and their work on farms be related to the instructional programme,
6. The elementary NFE centre classes would be attached to the primary school and would be the responsibility of the state.

Majumder and Kaul (1979) reported about education outside school in third all India educational survey, taking the country as a whole, The survey revealed that only 0.05 percent of the child population of the age group 2+ to 14+ had so far been covered by some form of educational programmes of the non-formal type. Only 8,77,668 young people of the age group 15 and above had so far been getting the benefit of one or the other form of out-of-school education. Thus the various Government and voluntary agencies through out of school education programmes had touched barely a fringe of the population.

Saraswathi (1979) conducted a case study on NFE centre at Thamaraijadi in India. The major objective of the study was to find out the probable reasons for the high attendance rate in the NFE centre in Thamaraijadi. According to the findings of the study, the reasons for motivation in Thamaraijadi centre were:

1. The teacher's dedication and hard work.
2. Flexibility of the programme with reference to time schedule.
3. Cultural programme serving as a real recreational programme for not only the participants but also for all the people in the village.
4. The realization on the part of the people of the importance of being literate which is their due to constellation of several reasons.

## **2.5 Studies in Sri Lanka**

Community Learning Centres are a more recent innovation, and operate mostly in rural areas. In Sri Lanka, 72 centres served by 500 instructors provided continuing education programmes for 10,673 (6,927 females; 3,746 males) early school leavers and adults in 2003. Various programmes such as literacy, vocational training, and income generating and life enhancement are available for 16+ olds. (World Bank, 2005)

Several problems have been identified in the operation of NFE programmes. Questions have been raised about the quality of programmes, their supervision and monitoring. The Division for NFE in the Ministry, while the lead agency in providing opportunities for out of school children, does not have the capacity (financial or human) to implement existing or planned programmes. The Division is dependent for implementation on the services of the zonal NFE officers who are not under its authority. (World Bank, 2005)

According to Perera (2002) it was expected to establish 376 CLCs by 2006 covering all the provinces. While they were expected to cater to the community as a whole, the present emphasis is on serving non-school-going children of age 5-14, school dropouts, youth and middle aged females.

According to the database of NFE unit (2002, 03, 04, 05 & 06) 55, 62, 111, 142, 142 Community Learning Centres have functioned respectively in all over the provinces. The total number of

participants in the income generating courses in 2002 was 3592 of whom 1940 have enrolled in to the jobs and 1652 participants did not enroll in to the jobs.

The Progress Report of CLCs (2004) points out that 9116 participants have followed the income generating courses from the CLCs in the country. Out of them 5296 are employed and 3820 have not found employment.

Perera (2002) in his study commissioned by the National Education Commission reviewed the range of NFE programmes in operation and was strongly of the view that the NFE Unit did not have the capacity to implementing the existing programmes or those that were planned. He envisaged the NFE Unit of the Ministry in the role of a facilitator implementing a limited number of programmes, supporting community initiatives, providing information and resources and co-ordinating efforts through Divisional officers working with communities.

According to the Proposal in the General Education Reforms documents (1997) that the NFE Division should collaborate with the childrens' secretariat to implement programmes in the Early Childhood Development was not implemented and is untenable as the Division lacks the capacity and time for such task.

Sri Lankan Association for Education Advancement (1995-1996), in their Survey on non-formal education (NFE) in Sri Lanka has analyzed and interpreted the data using the 21 NFE activities which came within the survey could be divided in to 21 programmes based on the gender of participants. According to their findings, out of a total of 1137 participants who had been enrolled in 36 centres. Out of 21 programmes, 58% (658) were female. Although activity-wise, the females preferred the "soft subject areas" the willingness of a larger percentage to be involved in some form of activity indicates a favorable trend towards a desire on their part to seek opportunities in the job market as skilled or semi-skilled workers.

According to the findings of the research conducted by Sri Lankan Association for Education Advancement (1995-1996), the participants who were involved in the above programmes fall into four groups in terms of their chronological age as below;

<b>Chronological Age Group</b>	<b>Percentage</b>
Below 16 years	14%
Between 16-18 years	37%
Between 19-20 years	27%
Above 20 years	20%

Gunawardane (1996) in his research on an investigation into literacy classes conducted for non-school going children in Sri Lanka, revealed that most of the literacy classes were small in students

numbers. As figures reveal out of the total number of students who were enrolled in 32 literacy classes, 385 were girls. The average enrollment of a class was 28.5 and average attendance was 18.1 of enrolled students 63.6% attended. According to him, there were two literacy classes in the sample designated as certified schools that consisted of more than 80 students in each.

According to his findings, Gunawardane (1996) has pointed out reasons for poor attendance of participants. They are:

- Poor health conditions at the family level
- Involvement economic activities
- Parents' negative attitudes towards education
- Negative attitudes towards literacy classes
- Disorganized family setup

Galappatty (1991) in his research on Non- Formal Education (NFE) in Sri Lanka has mentioned that NFE programmes begun by the Ministry of Education in 1980, were planned and implemented by the centres at the provincial level, which were in turn co-ordinated with the center at the national level. Their clientele was:

1. Those who were in the school going age group but who were not attending formal school.
2. School dropouts.
3. Students with poor attendance
4. Students who have finished school education
5. Adults

Galappatty (1991) in his same research has mentioned some policy options about NFE programmes as follows:

- 5 Well organized, NFE programmes should be set up in order to provide educational opportunities to all those who have not benefited from the formal school system.
- 6 The existing decentralized organization of the NFE programmes should be continued, but more effort should be on extending them to the most unprivileged places.
- 7 Non- formal education should be integrated with other training services and development activities.

- 8 The state should provide the funding base and foreign aid could be used to support it. Maximum use of human investment at grass root level should be made.
- 9 NFE programmes should be developed to cater to the specific needs of the clientele.
- 10 Various NFE programmes conducted by different agencies, non-governmental organizations should be coordinated, supervised and provided standards to be maintained.
- 11 Methods for the maximum use of the capital resources invested in the formal school should be adapted.
- 12 Opportunities to re-enter the formal education system should be available for the clever.
- 13 The advisor, managers and the staff responsible for the NFE programmes at provincial/ local level should be given a training as to the objectives and functions of the programme and in identifying the needs of the clientele. Untrained personnel should not be appointed for NFE programmes.
- 14 Continuous evaluation of the NF programmes should be done in order to the effectiveness of the programme and the progress of the clientele, and thus adopt ways to feedback, and for the expansion of NFE programmes.
- 15 Link and exchange programme with foreign countries that have successful NFE programmes should be made.
- 16 In job provision, equal opportunities should be given to those who acquired training through organized standardized NFE programmes.

According to the Action Research Series No: 2 (1990) on NFE for human resource development, following figures are given on those who participated in three programmes- Agriculture, sewing, Carpentry in two stages, at the beginning and at the final stage. The total number of participants at the beginning was 70. The total number of participants at the final stage was 59.

## **2.6 Conclusion**

This chapter discussed the available literature in relation to the research problem in order to understand the policy framework of the CLC programmes, their practices in different settings, strengths and weaknesses and monitoring and evaluation procedures.

The key features identified through this chapter are listed below.

- 6 Most of the countries in the Asian Pacific Region conduct the CLC programme under the guidance and financial support of the UNESCO APPEAL project.
- 7 The UNESCO has introduced a certain theory and some strategies on CLC programme.
- 8 CLC management committees do not function properly.
- 9 Lack of time for active community members to be devoted to the CLC activities
- 10 Lack of administrative experience of CLC committee members
- 11 The linkage of the CLCs with other government and NGOs are very poor.
- 12 Poor linkage between CLCs and national development policies and programmes
- 13 Lack of physical resources in the CLCs
- 14 Poor completion rate of the programme
- 15 High dropout rates from the courses
- 16 World Bank (2005), Perera (2002), and proposal in the General Education Reforms document (1997) envisaged that NFE unit of the Ministry of Sri Lanka does not have the capacity to implement the necessary and adequate NFE programmes.

Some of these findings were used in constructing the data collecting instruments, analyzing data and making recommendations and the suggestions.

Chapter three presents the methodology and the limitations of the study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the appropriate method of sampling; data collecting tools, their contents and purpose of use them. This chapter presents the reasons for the selection of appropriate methods.

#### **3.2 The population**

The target population of the study was 910 participants, who were following the income generating programmes (IGPs), all instructors who involving in this two CLCs and all project officers who were in charged in the Community Learning Centres (CLCs') in the Piliyandala Zonal Education, conducted by NFE unit, Ministry of Education.

#### **3.3 Research Questions**

Six research questions were formulated based on the main objectives of the study as follows:

- 8 What are the background information of the participants who follow the IGPs in CLCs?
- 9 What are the basic factors they consider in selecting IGPs?
- 10 What are the problems they face in following programmes?
- 11 What sorts of problems emerge in implementing the IGPs in CLCs?
- 12 What measures can be taken to address the above problems and minimize their ill effects?
- 13 What are the attitude of the participants, instructors and project officers towards the IGPs in the CLCs?

#### **3.5 The Sample**

Sample was selected to gather information in order to answer the six research questions formulated in section 3.3. In deciding the sample size for the study, certain factors such as time, financial resources, manpower and capacity of the researcher had to be considered. On this basis, it was decided to delimit the geographical area of the sample.

In selecting sample few steps adopted.

### 3.4.1 Step One:

To identify a zone as a primary sampling unit

The database given by the NFE unit, Ministry of Education was used to identify an Educational Zone from the seven Educational Zones of the Western province. The aim of use the database of the Western province was to select a zone that was functioned CLC programmes effectively.

Table 3.1: Community Learning Centres functioned in the Western Province in 2007

Zone	No.of CLCs	No.of Programmes	No. of participants			No.of Instructors
			Female	Male	Total	
Colombo North	01	03	49	-	49	03
Jaya- Pura	01	03	40	-	40	03
<b>Piliyandala</b>	<b>04</b>	<b>16</b>	<b>372</b>	-	<b>372</b>	<b>16</b>
Horana	01	04	112	-	112	04
Mathugama	01	03	58	-	58	03
Gampaha	02	01	22	-	22	01
Minuwangoda	02	03	61	-	61	03
Negambo	02	15	216	-	216	15
<b>Total</b>	<b>14</b>	<b>33</b>	<b>910</b>	-	<b>910</b>	<b>48</b>

Source: Non-Formal Education Unite, Ministry of Education (2007)

According to the data given in the table, Piliyandala Educational Zone was selected as the primary sampling unit.



### 2.4.2 Step Two:

To identify two CLCs from the Piliyandala Educational Zone as an operative sample unit  
Therein, several pertinent factors had to be considered.

- 5 Identification of CLCs that are conducting more than three deferent courses.
- 6 Identification of CLCs, which are functioning during the research period.
- 7 Determination of numbers of participants who follow the courses.

Table 3.2: Community Learning Centres in Piliyandala Educational Zone

Zone	CLCs	No.of Programme	No.of participant
PILYANDALA	<b>Moratuwella</b>	<b>04</b>	<b>145</b>
	<b>Egoda Uyana</b>	<b>04</b>	<b>92</b>
	Dehiwala	03	60
	Batakatthara	05	75
Total	04	16	372

Considering the above factors, The CLCs, Moratuwella and Egoda Uyana were selected as an operative sampling unit of the study.

### 2.4.3 Step Three:

To decide Sample

The study sample consisting of two main groups;

- 3 Participants
- 4 Instructors and Project officers

#### 2.4.3.1 Participants' sample

All participants who were following the income generating programmes in the two selected CLCs were selected to the study sample. As can be seen from the table 3.1, all participants are female. Therefore, the study sample comprises of only the female participants. Table 3.3 gives the achieved sample of participants and the number of programmes achieved to select the study sample.

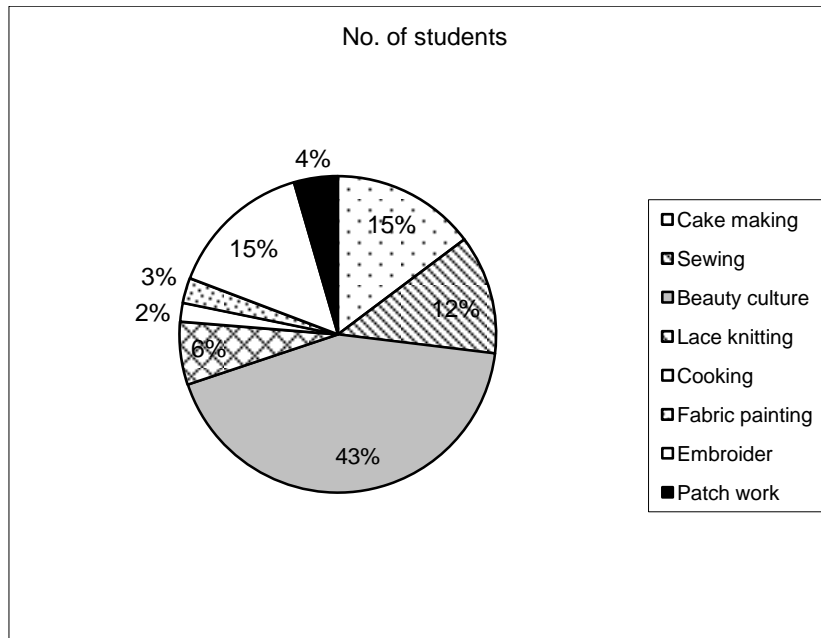
**Table 3.3: Participants' sample**

Zone	CLC	Targeted No. of Pro	Achieved No. of prog	Targeted No. of parti	Achived No. of parti
Piliyandala	Moratuwella	04	04	145	89
	Egoda Uyana	04	04	92	38
Total	02	08	08	237	127

Each and every participant of the CLCs has an opportunity to follow more than one IGP available in the CLC. Using that opportunity, some of participants of the achieved sample have opted to select more than one course. Table 3.4: shows the study sample according to the programmes.

**Table 3.4: Participants sample according to the programmes**

CLC	Programme	Targeted Sample		Achieved Sample	
		No.of Participants	%	No.of participants	%
Moratu wella	Cake Making	55	21	23	15
	Sewing	34	13	19	12
	Beauty culture	83	31	67	43
	Lace Knitting	20	7	10	06
Egda Uyana	Cooking	11	4	03	02
	Fabric Painting	15	6	04	03
	Embroider	32	12	23	15
	Patch work	18	7	07	04
Total		268	100	156	100



**Figure 3.1: Participants sample according to the programmes**

#### 2.4.3.2 Instructor's sample

As discussed in the section 3.2, all instructors of these two CLCs were selected as the second group of study sample as follows;

**Table 3.5: Instructors and Project officers sample**

CLCs'	Sample Targeted		Sample achieved	
	No.of Instructors	No. of Pro. Officers	No.Instructors	No. of Pro. Officers
Moratuwella	04	1	04	1
Egoda	04	1	04	1
Uyana				
<b>Total</b>	<b>08</b>	<b>2</b>	<b>08</b>	<b>2</b>

### **2.4.3.3 Project Officers**

All project officers who were in charged of CLCs in Piliyandala Zone in 2006.

## **3.5 Data Collecting Tools**

Few methods approach were adopted in the collection of data for this study, consisting of

2.4.4 Questionnaire

2.4.5 Interviews

2.4.6 Basic data sets from the Ministry of Education, provincial ministries and the other institutions.

2.4.7 Observation

### **3.5.1 Questionnaires**

Two questionnaires were made to collect data from the participants, instructors pertaining to general information, course information and course impact and attitude towards the courses. Participants' questionnaire was consisted of 27 questions and the questionnaire was made for instructors were consisted of 36 questions.

### **3.5.2 Structured Interview**

Preliminary, interviews were mainly conducted by using interview schedules in respect of project officers and the directors in NFE in Ministry and Provincial Departments. Interview schedule consisting of 20 questions was focused on planning, monitoring and evaluating and implementing procedures of the programmes in CLCs.

### **3.5.3 Observation**

Observations mainly were undertaken for the purpose of identifying the facilities of the centres such as;

Learning aids

Physical resources

Location of the centre (whether easily accessible itself to all people)

### **3.5.4 Basic data sets**

The basic data sets were used to collect data on policy and procedures of the CLC concept introduced by APPEAL, UNESCO and how was it adopted to the Sri Lankan society.

### **3.6 Analysis of Data**

The data gathered from several sources and different instruments of data collection in the field investigation were synthesised under the specific objectives. The analysis it self will be both quantitative and qualitative depending on the nature of the data and how they fit into the objectives of the study.

### **3.7 Conclusion**

Questionnaires, interviews and observations were selected as the most effective and suitable data collecting tools for this study. Some important aspects and the strategies identified from the literature review were included in these tools with the intention of ensuring whether they are being used in the Sri Lankan context. The data analysed using the above approaches will be presented in the next chapter.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1. Introduction**

The data obtained from the secondary sources, questionnaire and interview schedule in relation to the objectives of the study will be analysed in this chapter.

#### **4.2. Identify policy; procedures and processes adopted for the implementation of the CLC programmes.**

This was the first objective of the study. As discussed in chapter three, the secondary data gathered from the Ministry of Education and provincial department and the information obtained from the interviews and observation helped to achieve this objective.

##### **4.2.1 Policy**

The General Education Reforms document (1997) states, the NFE division as the “lead agency” in implementing and providing educational opportunities for out of school children. With the Thirteenth Amendment to the Constitution, responsibility for implementing NFE was devolved on provincial education administrations.

Currently the Central Ministry has a Division of Non formal, Continuing and Special Education, staffed by a Director, Deputy Director, Assistant Director and three project officers. Each province has a co-ordinator for NFE and a Zonal level project officers/ Assistant project officers working at local level.

Community Learning Centres (CLCs) were established in Sri Lanka in 2002. They have been established under the model of Community Learning Centre developed by UNESCO under its APPEAL ( NFE handbook,2003).

As explain in the NFE handbook, the main purposes of starting the CLCs in Sri Lanka in 2003 as follows;

To widen the service provided by the NFE unit.

To provide learning opportunities for the community

To reach the unreachable

To promote the living standard of the community

As Perera (2004) states, a policy decision has been taken to establish 376 CLCs by 2006 covering all the provinces. The main courses expected to be conducted in CLCs were literacy classes and income-generating courses for school leavers, youth and middle aged females.

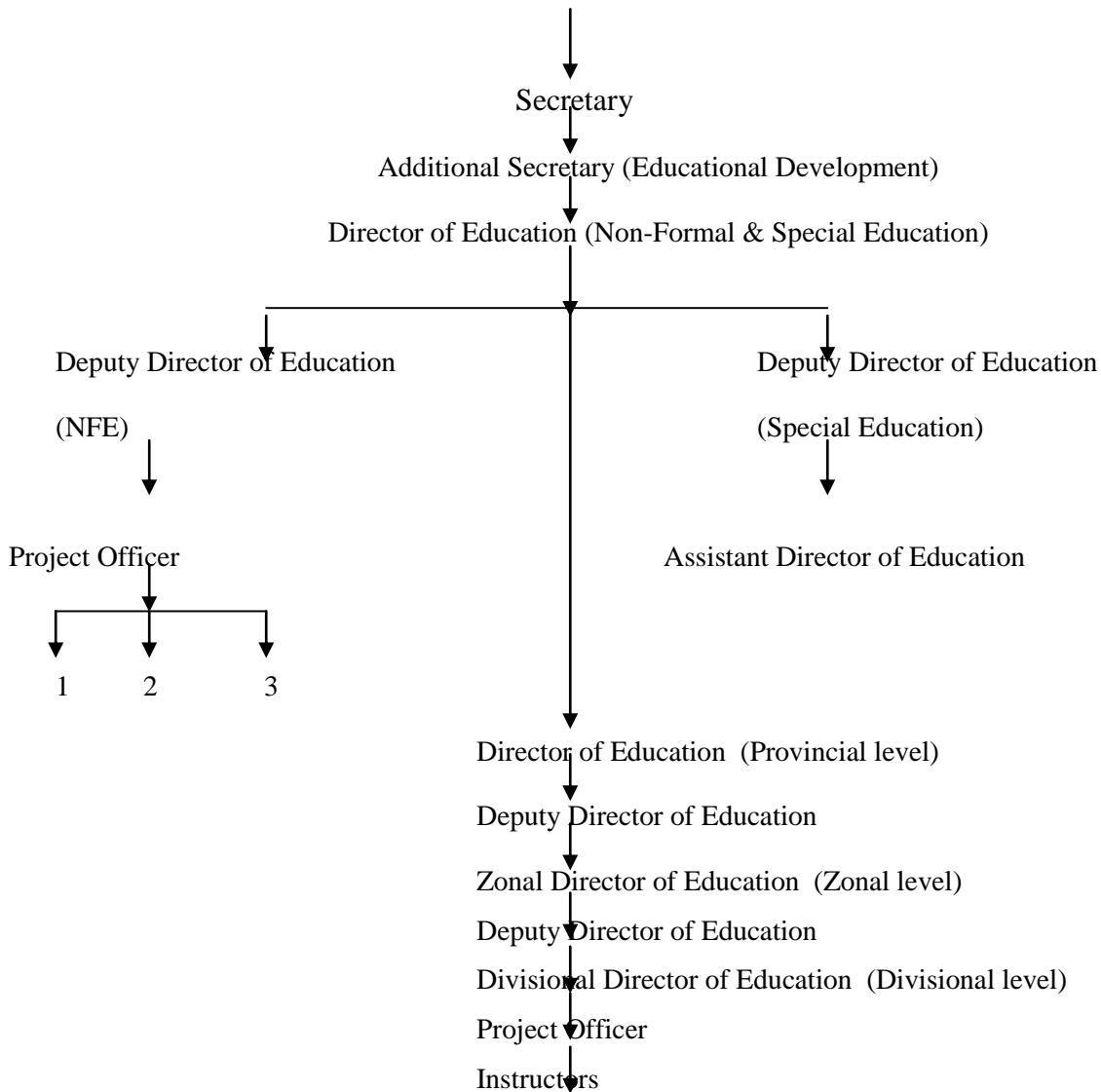
#### **4.2.2 Location of CLCs.**

NFE unit has taken a decision to locate the CLCs, according to the principle “**easily accessible**” pointed out by the UNESCO. Accordingly, all the CLCs have been set up in the common locations such as community halls, temples, churches and mosques. The observation carried out in this study also confirmed that.

#### **4.2.3 Function of CLCs**

NFE programmes conducted by the NFE unit of the Ministry of Education are implemented within a certain organizational structure, which was designed in order to cover all the levels of educational institutions in the country and the CLC programme too runs under the same organizational structure.

### Organizational Structure of NFE of MOE in Sri Lanka



**Figure 4.1 Source: NFE unit, Ministry of Education, 2003**

Project officers in the NFE of each educational zone take initiative to introduce the relevant income-generating programmes (IGPs) in the CLCs. Therein; several factors have to be considered in introducing the IGPs in CLCs by the Project officers. Some of them are;

- Needs of the community
- Interest of the community
- Demands of the job market
- Feasibility for utilizing the local resources

(NFE handbook, 2003)



The project officers are responsible of selecting the qualified instructors to the identified courses. The responsible officers at the higher levels are expected to direct and supervise the courses, which are implemented in the CLCs. Financial allocation to implement the identified courses including instructors' fees, supervision and capital costs of purchasing equipment for learning are provided by the finance committee of the province after submitting the annual plan of action of the CLC programme to the relevant Provincial Educational office prepared by the project officers.

Income-generating programmes of the CLCs specially cater to school dropouts of age 18-25, and middle-age females and adults. These are operated with the objectives of developing income-generating skills and self-employment of the participants. The interviews held with the project officers and other officials also confirmed this.

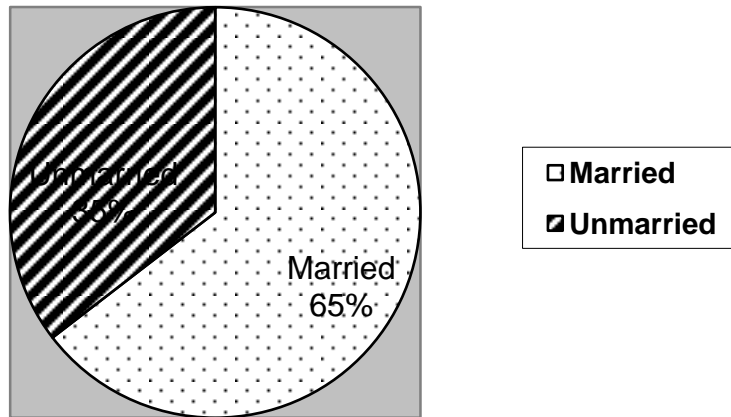
### 4.3 Identify the general background information of the participants

This is the second objective of the study. As discussed in chapter three, questionnaire was administered in order to achieve this objective. The background information of the participants such as marital status, educational levels, occupational status and their objective/s of following this course will be discussed from various angles under this objective.

Table 4.1: Age and marital status of the participants

Age group	No. of participants				Total	Total %
	Married	%	Unmarried	%		
5 – 15	-	-	-	-	-	-
16 – 30	26	31.71	43	95.55	69	54.33
31 – 50	53	64.63	-	-	53	41.73
>50	03	3.66	02	4.45	05	3.94
Total	82	100	45	100	127	100.00

## Marital Status of the Participant



**Figure 4.2 marital statuses of the participants**

As the above table and figure indicate, the majority of the participants are married as well as they are over thirty years old and married population has more tendencies to follow income-generation courses than the unmarried. The percentage of the married participants is 64.57% and unmarried percentage is 35.43%. On the other hand, majority of the participants are from the 16-30-age range.

**Table 4.2: Education level of the participants**

Education Level	No. of participants			Total
	Age. 16 - 30	Age. 31- 50	Age. >50	
Up to 5	-	-	-	-
Up to O/L	21	14	01	36
O/L pass	21	21	02	44
A/L pass	24	18	02	44
Other	03	-	-	03
<b>Total</b>	69	53	05	127

As can be seen from the above table all the participants have completed the universally accepted basic educational level. 91 out of 127 participants have passed the Ordinary Level examination, of whom 47 have also passed the Advance Level examination and three of them have sat for the examination of Association of Accounting technician (AAT).

Table: 4.3 Occupational status of the participants according to their age

Age group	Occupational status and No. of Participants		Total	%
	Yes	NO		
Age. 16 - 30	5	64	69	54.33
Age. 31 - 50	3	50	53	41.73
Age. >50	1	03	04	3.45
Un identified	-	-	01	0.69
Total	09	117	127	100.00

Data presented in the above table, clearly indicates that a majority of the participants are unemployed. Only 09 out of 127 participants are engaged in self-employment.

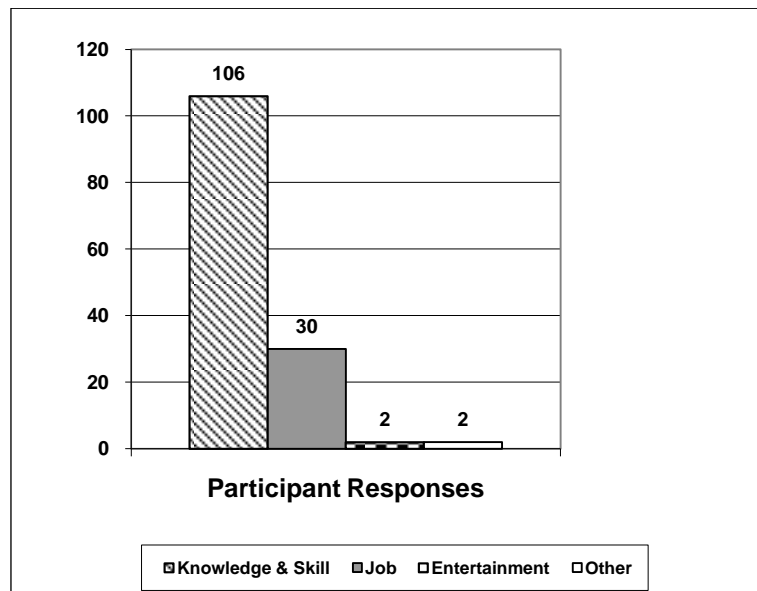
Question No: 9 of the participant's questionnaire:

“Why did you intend to follow an income generating course (s) in the CLC?”

Responses of the participants to this question are given in the following table.

Table: 4.4 Main purposes of the Participants in following the courses

Code	Participants' response	
	Fre.	%
To improve knowledge and skills	106	83.46
To find employment	30	23.62
As a hobby	02	1.57
Other	02	1.57



**Figure 4.3 Main purposes of Participants of following the courses**

As the table 4.5 and figure 4.3 indicate, majority of the participants are following the IGPs with the purpose of improving their knowledge and skills. Although the main objective of introducing the IGP is to promote self-employment of the participants, main objective of majority of the participants is not self-employment or to find any other employment. Only 30 participants (24%) follow the courses with the main objective of finding employment. As revealed in table 4.1 majority of the participants are married. Hence, their main concern in following these programmes is to improve the knowledge and skills in order to meet their day-to-day needs more than the self-employment.

#### **4.4 Ascertain the current practice of income generating courses in CLCs**

This is the third objective of the study. The questionnaire and the interviews were administered to obtain relevant data for this objective. Information on existing programmes, its implementing process, number of enrolments and dropouts, patterns of course selection were gathered through the above instruments. Information gathered will be analysed and interpreted here in order to achieve this objective.

The income-generating programmes that operated in selected CLCs in 2007 are listed below;

Cake Making	Fabric painting
Sewing	Cooking
Beauty Culture and Hair dressing	Patchwork
Lace Knitting	Embroidery

Time duration for each course was decided according to the content. Accordingly, the above courses are divided into two categories; as six-month duration courses and eight-month duration courses.

**Six-month course**

Fabric painting  
Patchwork  
Cookery  
Sewing  
Cake Making

**Eight-month course**

Embroidery  
Beauty Culture and Hair dressing  
Lace Knitting

Each course is divided into three-hour sessions. The Six Month course comprises of ten sessions and the Eight Month course has fourteen sessions. Most of the courses are conducted in the morning on weekdays.

The total number of hours that has to be completed by the instructors during the six and eight month courses can be analysed as follows;

$$11 \quad 3 \text{ hrs} \times 10 \text{ sessions} = 30 \text{ hrs}$$

$$12 \quad 3 \text{ hrs} \times 14 \text{ sessions} = 42 \text{ hrs}$$

Instructors are paid Eighty Rupees per hour. As confirmed in the observation, due to the irregularity of the participants' attendance the instructors have to stay longer than the period they are paid for. Most of the instructors live more than 10km away from the CLCs.

In the interview schedule, they were asked “do you follow the seven steps which were introduced by UNESCO for developing income-generating programmes in the CLCs?”

Seven steps and the responses of the five interviewers are given in the table 4.5;

Y = Yes      ST = Some Times      N = NO

Table 4.5 Participants’ responses on the basic steps of IGPs

Steps	Response					
	Y	%	ST	%	N	%
Prepare the community for change and development through the mass media	-	-	2	40	3	60
Provide information on marketing demand within and outside the community	-	-	1	20	4	80
Conduct needs assessment including a survey of existing resources available in the community	1	20	3	60	1	20
Mobilize existing intellectual resources available including occupation-specific groups and local savants	-	-	-	-	5	100
Develop basic and higher occupational skills, including entrepreneurial and marketing skills (development of curriculum, programmes, training manual and learning materials)	-	-	1	20	4	80
Organize training courses	-	-	3	60	2	40
Provide follow-up services for self-employment and wage employment through placement, credit facilities, co-operatives and marketing outlets	-	-	2	40	3	60
%	1	2.9	12	34.3	22	62.8

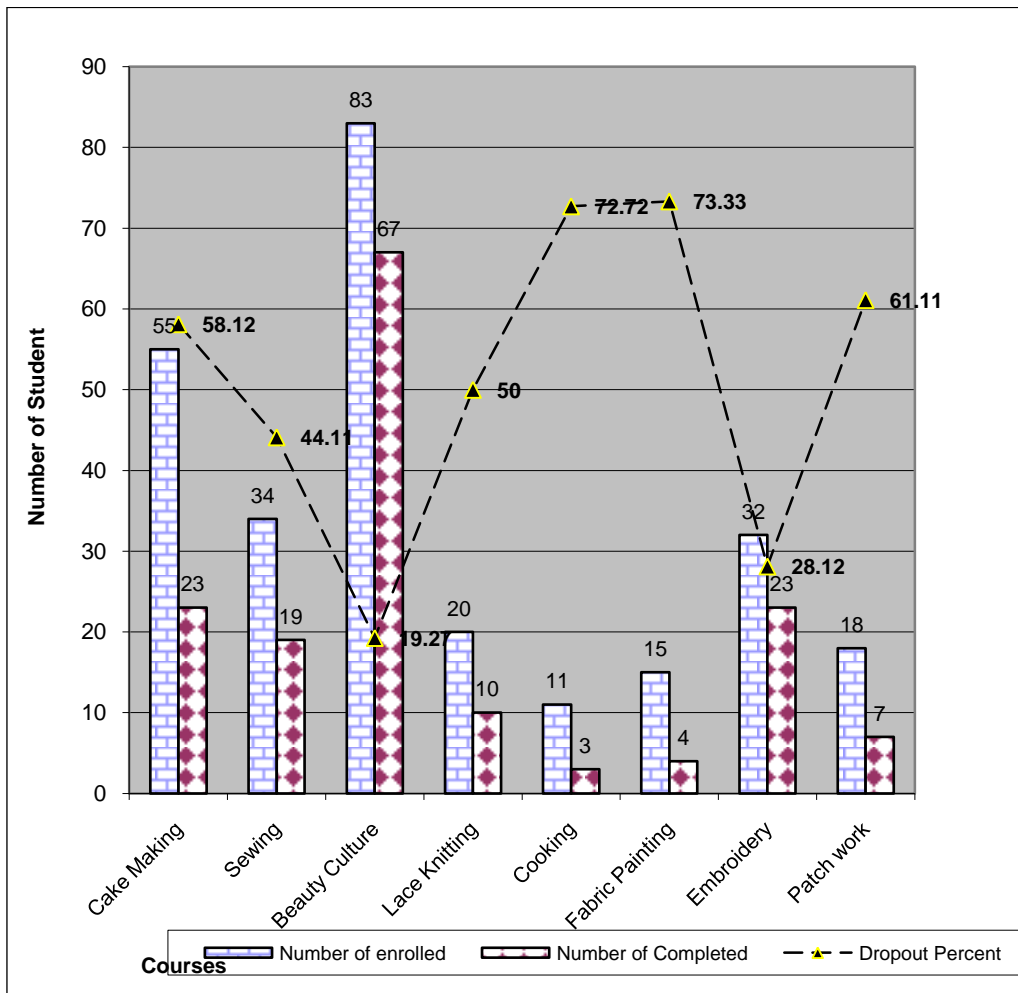
According to the data presented 4.5, the recognized procedure of introducing and implementing the IGPs in the CLCs are not followed properly. As mentioned in the above table, the 5 respondents have given 35 responses in relation to the seven measures under the three indicators. Out of 35 responses 22 responses (63%) come under the “N” indicator. It is revealed that the above measures are not taken into consideration in introducing and implementing the IGPs in the CLCs.

The total responses received for the 2<sup>nd</sup> indicator (ST) were 12 (34%). It reveals that some of the above listed measures are taken into consideration occasionally.

It can be noted that except the steps 3 and 6, other steps are not followed properly for developing IGPs in the CLCs in Sri Lanka. It should be noted that the step 6; “Mobilize existing intellectual resources available including occupation-specific groups and local savants” was never followed.

Table No: 4.6 drop out percentage of the participants from the courses:

Course	Stage		Number dropouts	%
	Participation at the beginning	Participation at the end		
Cake Making	55	23	32	58.12
Sewing	34	19	15	44.11
Beauty Culture	83	67	16	19.27
Lace Knitting	20	10	10	50.00
Cookery	11	03	08	72.72
Fabric Painting	15	04	11	73.33
Embroidery	32	23	09	28.12
Patch work	18	07	11	61.11
Total	268	156	112	41.79



**Figure 4.4: dropout percentage from each course**

The above table and the figure clearly indicate the gap between the two stages. As can be seen from the table and figure, though there had been a strong desire in the participants to follow the courses at the beginning, they were de motivated at the end of the course.

Above data reveals that a large number of participants who were enrolled in each course have not completed it. The dropout rate of the courses of fabric painting, cooking, patchwork and cake making are very high. The minimum dropout rate is indicated from the Beauty Culture and heir-dressing course.

According to the data given in the table 4.6 and figure 4.4, 42% of the total number of participants has dropped out from the CLCs. On the other hand, above data revealed that the drop out rate exists in between 19% to 73%.



Table 4.7: Course selection according to the Age distribution

Course	No. of participants			Total
	Age. 16 - 30	Age. 31 - 50	Age. >50	
1	19	06	01	26
2	09	09	01	19
3	44	22	01	67
4	04	05	01	10
5	02	01	-	03
6	02	02	-	04
7	05	11	07	23
8	03	04	-	07
Total	85	60	11	156

According to the data presented in table 4.7, majority of the participants who are in the age group 16-30 and 31-50 have selected Beauty culture. As data reveals, 44 out of 85 participants in the 16-30 age group have selected the Beauty culture course. 22 out of 60 participants in the age group 31-50 have selected the Beauty culture course.

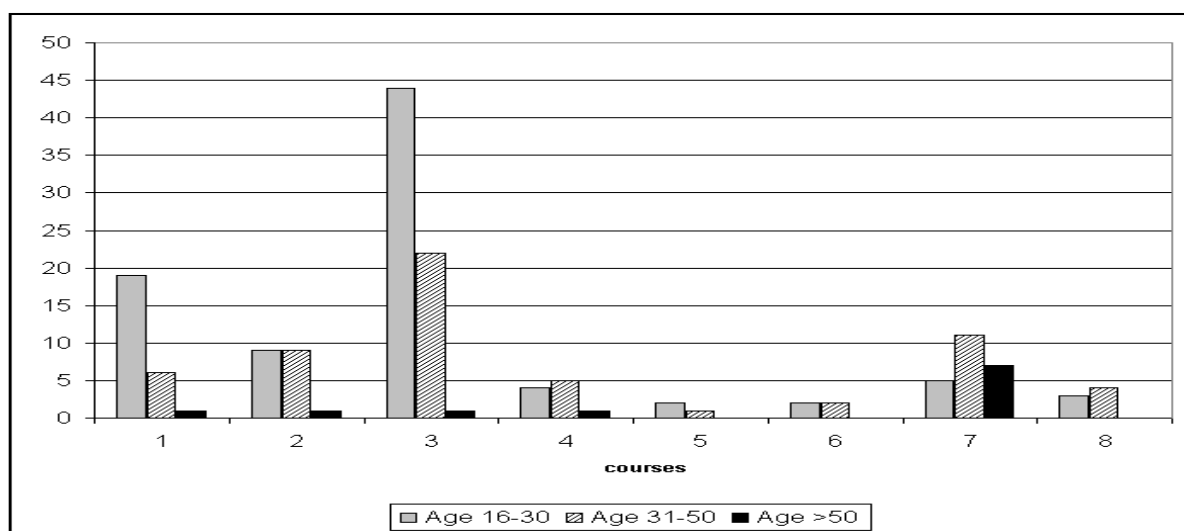


Figure 4.5: Course selection according to the Age distribution

As indicates in figure 4.5, other than the Beauty Culture and Hair dressing course, Cake making, Sewing and Embroidery courses are quite popular among the participants.

Table 4.8: Course selection according to the Educational level

courses	Qualifications			
	Quali2	Quali3	Quali4	aat
1	4	7	12	0
2	6	7	6	0
3	24	23	18	2
4	0	5	5	0
5	0	1	2	0
6	1	2	1	0
7	4	7	7	1
8	2	1	3	1

The data in the above table confirms the idea that is given in the table no: 4:6. According to the data presents in the above table, more than half of the total participants who are in different educational levels have opted to follow the beauty culture and heir-dressing course. It reveals that the participants have an opportunity to select any course they like irrespective of their educational level.

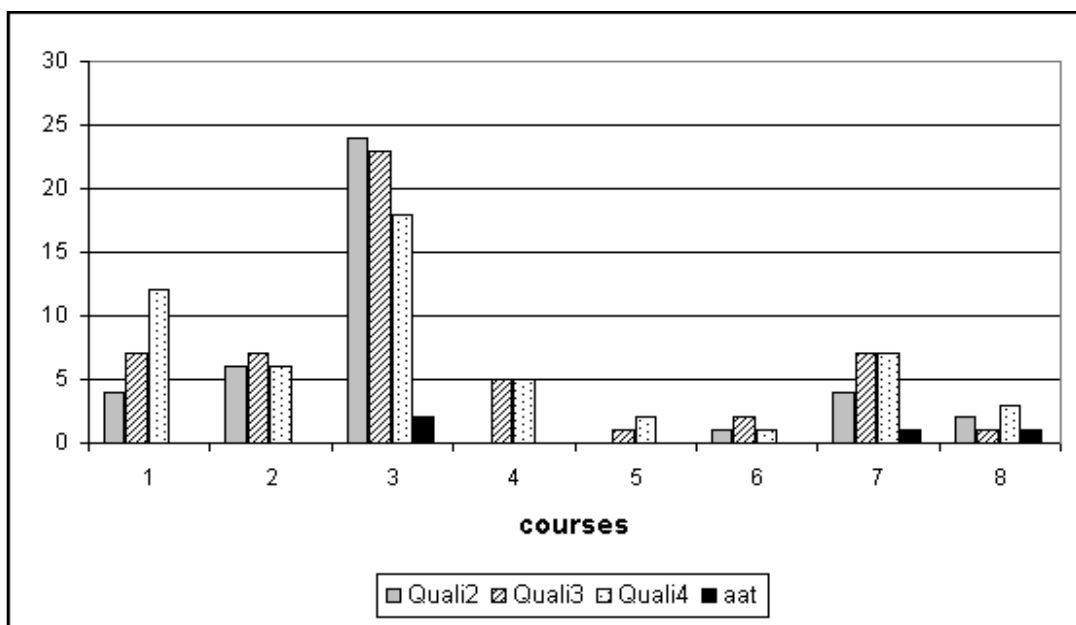


Figure 4.6: Course selection according to the educational level

The table 4.8 and Figure 4.5 reveal that the beauty culture and hair-dressing course has a value in itself than the other courses offered by the CLCs.

Question number 7 of the participants' questionnaire was, "What are the IGPs you follow in the CLCs?" Therein, it could be seen that there were participants who were following more than one IGP in the same CLC. The responses given for the above open question by the participants were analysed as follows;

Table 4:9 Number of programmes followed by each participant

No. of Courses Followed	No. of Parti.	%
Those who follow only one programme	103	81.1
Those who follow two programmes	20	15.7
Those who follow three programmes	03	2.4
No response	04	3.1

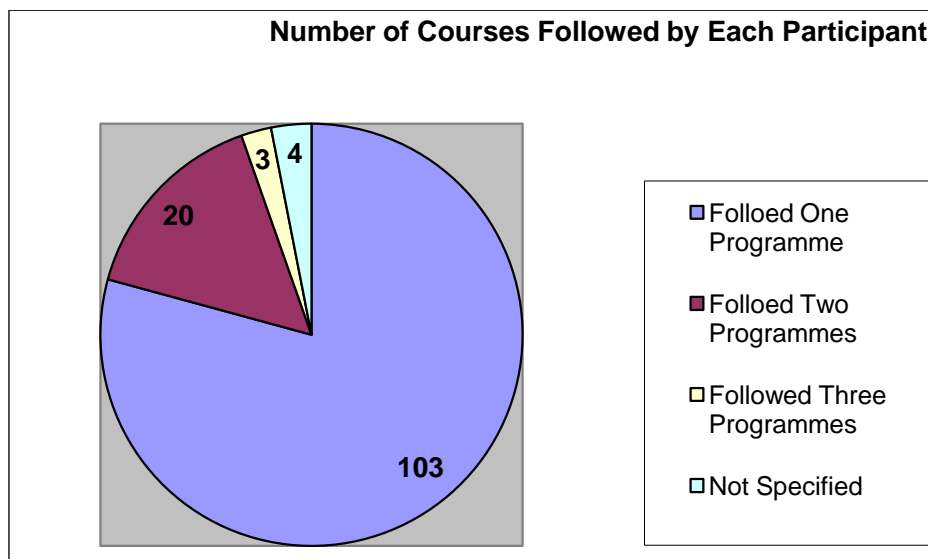


Figure 4.7: Course profile according to the number of courses followed by the participants

As the above table and the figure indicate, the majority of the participants (81%) follow only one programme. 16% of the participants follow two programmes and 2.4% of participants follow three IGPs in the same CLC.

## **4.5 Identify the attitude of the participants and instructors towards the income generating courses in the CLC.**

### **4.5.1 Attitudes of the participants**

Question numbers 12-24 in the participants' questionnaire relate to their attitude towards income generating courses. Responses given to the above questions are listed below.

- 8 Course co-ordination and the organisation of CLCs are satisfactory.
- 9 Dedication of the instructor/s for training can be appreciated.
- 10 Facilities available in the centre are inadequate.
- 11 The training given by the instructor(s) is not clear and systematic.
- 12 Necessary aids and equipments for the courses are not received properly.
- 13 Training skills of the instructor(s) can be highly appreciated.
- 14 Number of courses available in the centre is inadequate.
- 15 You are very enthusiastic in following IGP in the CLC.
- 16 Courses currently conducted in the centre are not relevant and value added.
- 17 The benefits obtained by the members, who have followed the NFE course are not satisfactory.
- 18 The duration allocated for each course is sufficient.
- 19 The dates and the time allocated for each course is good.
- 20 The content of each course is highly theoretical.

Table 4.10: Attitudes of participants towards IGPs in the CLCs

Q. No	Participants' Response							
	Strongly agree		Agree		Disagree		Strongly disagree	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%
12	52	41.1	69	55	0	0	0	0
13	96	75.8	30	23.7	0	0	0	0
14	49	38.7	49	39	18	14.2	7	5.5
15	4	3.2	3	2.4	55	43.5	60	47.4
16	45	35.6	36	28.4	31	24.5	5	39.5
17	85	67.2	39	30.8	0	0	0	0
18	8	6.3	49	39	51	40.1	11	8.7
19	91	71.9	31	24.5	2	1.6	0	0
20	6	4.7	9	7.1	56	44.2	50	39.5
21	1	0.8	18	14.2	61	48.2	39	30.8
22	25	19.8	76	60.0	21	16.6	1	0.8
23	18	14.2	92	72.7	7	5.5	6	4.7
24	29	23	86	68	5	4	1	0.8

As the above table indicates, most of the participants have positive attitudes on every aspect of IGPs that function in the CLCs. Participants particularly agree with the instructors' role as well as the organisation of programmes in the centre. However, a majority of the participants think that the facilities available in the centre are inadequate.

It should be noted that though the participants have a positive attitude on the dedication and skills of the instructors, they have a negative attitude on their teaching skills. In addition to that participants have a positive attitude on the benefits achieved by the personnel who have followed the IGPs in previous years.

Questions 21-35 in the instructors' questionnaire pertain to their attitude towards income generating courses. Statements relating to the above questions are listed below.

- 3 The function of the NFE programme in the CLCs is satisfactory.
- 4 The participants are participating in to the class with highly impression.
- 5 The duration allocated for each course is inadequate.
- 6 The physical resources available in the centre are adequate to conduct the courses.
- 7 Community's awareness on NFE programmes is not satisfactory.
- 8 CLC programmes are properly monitored and supervised
- 9 You are not satisfied with the organizational structure that has been established for NFE programmes.
- 10 The Benefits obtained by the participants who have followed the NFE courses in the CLCs are not satisfactory.
- 11 Participation of the participants in to the NFE programmes is very poor.
- 12 The income generating programmes introduced your centres are reasonable.
- 13 The support given by the Ministry of Education and Provincial Departments to uplift the NFE programmes is inadequate.
- 14 The Courses conducted by your centre are adequate.
- 15 Human resources available in the centre are adequate.
- 16 The knowledge and the experience of the higher officials, in relation to the NFE, are satisfactory.
- 17 The content of the courses are of high quality.

Table 4.11: Attitudes of instructors towards IGPs of CLCs

Q. No	Instructors' Response							
	Strongly agree		Agree		Disagree		Strongly disagree	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%
21	01	12.5	07	87.5	-	-	-	-
22	02	25	06	75	-	-	-	-
23	-	-	01	12.5	07	87.5	-	-
24	-	-	01	12.5	05	62.5	02	25
25	01	12.5	05	62.5	02	25	-	-
26	-	-	07	87.5	01	12.5	-	-
27	-	-	02	25	06	75	-	-
28	-	-	02	25	06	75	-	-
29	-	-	06	75	-	-	01	12.5
30	-	-	02	25	05	62.5	01	12.5
31	02	25	06	75	-	-	-	-
32	-	-	04	50	04	50	-	-
33	-	-	06	75	02	25	-	-
34	-	-	03	37.5	03	37.5	02	-
35	-	-	02	25	03	37.5	03	-
36	-	-	05	62.5	02	25	01	-

As can be seen in the table 4.8, instructors have a positive attitude towards most of the aspects of the function of IGPs in the CLCs. But majority of the instructors highlight that the available physical recourses in the CLCs, and the support given by the other responsible agencies to uplift the IGPs in the CLCs are inadequate. In addition to that they are not satisfied with the present organisational structure and the community's knowledge on IGPs. It is important to state here that there is a contradiction between instructors' view and the results obtained from the observation of the attendance of the participants to the programme.

#### 4.6 Identify the problems faced in implementing programmes in the CLCs.

Participants and instructors were asked to list the problems they face in following the income generating courses in the CLCs. The answers obtained for this open-ended question were coded and their coded responses are given in the following tables.

Table 4.12: Problems faced by the participants

Question No: 25 – participants		No.of response	%
Code	Code		
1	<b>Insufficient learning aids</b>	<b>54</b>	<b>42.52</b>
2	<b>Lack of facilities (space, electricity, water)</b>	<b>59</b>	<b>46.46</b>
3	Poor time management	03	2.36
4	No enough security in the centre	07	5.51
5	Conducting classes in nearby dates	06	4.72
6	Conducting a few classes in a same day	02	1.57
7	Family and economic problems	05	3.94
8	Poor coordination in the centre	04	3.15
9	Allocated time not sufficient for practicals	05	3.94
10	Conflict among the participants	07	5.51
11	Not specified	10	7.87

Table 4.13: Problems faced by the instructors

Question No: 18 - Instructors		No.of responses	%
Code No:	Code		
1	Insufficient learning aids	<b>08</b>	<b>100</b>
2	Lack of facilities (space, electricity, water)	<b>08</b>	<b>100</b>
3	Allocated time not sufficient	<b>08</b>	<b>100</b>
4	Poor participation of the participants	<b>08</b>	<b>100</b>
5	Insufficient payments	<b>08</b>	<b>100</b>
6	Poor coordination in the centre	05	62.5
7	Long distance to the centre	05	62.5
8	Learners lack of interest	04	50

When the two Tables are compared it could be seen that the common problems of the participants and instructors are similar. However, while the participants are more concerned with not having



learning aids and Lack of facilities (space, electricity, water), in addition to those two, the instructors are more concerned with allocated time not sufficient, poor participation of the participants and insufficient payments.

Project officers explained the problems and issues they faced in implementing IGPs at the interview held with them.

Not clear and proper policy from government to develop this kind of programmes

Poor participation of communities towards the IGPs

No responsible person or committee to manage CLCs

Lack of qualified instructors

Insufficient payment for instructors

Poor linkage between CLCs and other development agencies

Insufficient learning resources

Participants' lack of interest

#### **4.7 Recommendations**

The project officers, instructors and participants were also asked for their suggestions to develop the IGPs in CLCs. Their suggestions are listed below;

Strengthen the co-ordination between CLCs, schools, NGOS and other governmental officers

Conduct the awareness propaganda to the community on IGPs

Encourage the participants for self- employment

Provide the initial funds to start self- employment

Provide sufficient learning materials for each programme

Introduce the market place to buy their production

Provide opportunities for the participants to share the experience of the experts in relation to the programmes they followed.

## **4.8 Conclusion**

This chapter presented the data obtained through the questionnaire administered to the participants and the instructors of the CLC and the interviews conducted with project officers and the directors. The data were analysed in different aspects in relation to each objective of the study. As the above discussion revealed, there appears to be a good demand and participation in the CLC programmes at the beginning of the programmes but at the end, participants have become de motivated because of the poor planning, implementing and monitoring processes. The following chapter will discuss the findings of this chapter and provide suggestions to improve the CLC programme.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The conclusions and recommendations of the study of the Current Practice of NFE programmes in the CLCs in Sri Lanka are presented in this chapter.

Expanding of IGPs through out the country under the recognized and responsible institution is a very important effort in forging community development. However, available literature and other evidence ensure that these programmes do not function as expected and are not well organised. NFE unit of the Ministry of Education which is responsible for the function of NFE programmes is expected to cater to the needs of the participants, instructors, project officers of the NFE programmes and other linkage institutions. Therefore, an urgent need for an institutional analysis of the function of IGPs in the CLCs has come up.

The main objective of the study was to conduct a scene survey on the function of income-generating programmes in the CLCs. It was envisaged that this study would generate baseline data on the background information of participants, their involvement in the course and the views of participants, instructors, and project officers towards the existing programmes.

The results of this study would help the NFE unit, Ministry of Education and the other provincial departments in their processes of planning, implementing, monitoring and evaluating the NFE programmes in the CLCs. Further this data could also be used in the formulation of policy and procedures in relation to the CLC programmes.

The information given by the participants on the existing programmes would help the project officers to improve their organizing capacity in relation to the CLC programmes.

In section 5.2 of this chapter will deal with the conclusion of the study, which is based on the analysis of data and the review of literature. This will be discussed under the specific objectives of the study.

Recommendations based on the conclusion will be made in section 5.3.

## **5.2 Conclusions**

### **5.2.1 Policy**

As revealed in literature review, UNESCO has formulated a policy framework in relation to the CLC programme. Although, Sri Lanka has agreed to follow those policy and procedures in the CLC programme, some of them do not function properly and efficiently as expected. Primarily, CLCs are set up and managed by the local community (through the village committee). But this is not practiced in the CLC system of Sri Lanka.

Steps taken to make the community aware of IGPs are not adequate and strong. The usual strategy they use to inform the people on CLC programmes is passing the message through the present participants. Sufficient information on marketing demand is not provided to the community by the responsible authorities.

Needs assessments on the participants, instructors, project officers and available resources are not conducted properly and adequately.

The attention has been given by the IGPs to develop basic and higher occupational skills of the participants, including entrepreneurial and marketing skills (development of curriculum, programmes, and training manual and learning materials) is not sufficient.

Follow-up services provided, for self-employment and wage employment through placement, credit facilities, co-operatives and marketing outlets are not satisfactory.

### **5.2.2 Background information**

There is a trend in the married women to participate in the income-generating programmes than the unmarried.

All participants have a good educational background and they are already capable of absorbing any kind of knowledge and skills in relation to the IGPs given by the instructors.

Majority of the participants follow the IGPs with the main purpose of developing their knowledge and skills in order to meet their own day today work.

### **5.2.3 Ascertain the current practice of income generating courses in CLCs**

As mentioned in the chapter 2,p15, some steps have been recommended setting up CLCs in any country. Though a policy decision has not been yet practiced. Presently, project officers plan and organize the CLC programmes within their limitations under the minimum guidance of the responsible officials.

The steps that have to be followed in starting IGPs in the CLCs, (refer to page no 28) are not followed properly in the Sri Lankan context. Therefore, the attitude and motivation of the participants on IGPs are not positive.

The number of hours that have been allocated for each programme (refer to page 70) is not enough to get sufficient knowledge and develop skills in relation to the fields they follow.

Presently, an instructor is paid at the rate of Rs 80/= an hour (refer to page 68). Project officers are faced with the problem of selecting qualified instructors to the IGPs because of the low payment rates.

Also the basic facilities of the Community Learning Centres are inadequate.

### **5.2.4 Identify the attitude of the participants and instructors towards the income generating courses in the CLC.**

The participants are satisfied with the dedication and skills of the instructors, they are not satisfied with their teaching skills.

The participants have a positive attitude on the benefits achieved by the personnel who have followed the IGPs in previous years.

As mentioned in chapter 4, p77, majority of the instructors are not satisfied with the available physical resources in the CLCs, and the support given by the other responsible agencies to uplift the IGPs in the CLCs.

Instructors are not satisfied with the present organisational structure, the community's knowledge on IGPs and participation in to the IGPs.

### **5.3 Recommendations**

Conducting more effective advocacy of CLC to increase public and community awareness to encourage more community commitment and participation

Establishing a network of satellites in some remote hamlets to encourage more people participating in IGPs in the CLCs

Establishing and strengthening CLC executive committees in order to make them more effective in management and operation of IGPs through;

- 13 Assisting project officers in identifying the real needs of the community and designing an appropriate income generating programmes for their CLCs.
- 14 Introducing a market place
- 15 Strengthening relationship between the CLCs and other development agencies.
- 16 Fulfilling necessary resources in the CLCs.

Conducting regular needs assessments on the IGPs in order to promote life standard of the community and address directly on community's problems and issues.

Strengthen the co-ordination between CLCs, schools, NGOS and other governmental officers.

Strengthen the linkages between formal and non-formal education

Conduct the awareness propaganda to the community on IGPs

Encourage the participants for self- employment

Provide the initial funds to start self- employment

Provide sufficient learning materials for each programme

Train small-scale entrepreneurship in order to systematize and optimize income-generating activities.

Introduce the market place to buy their production

Provide opportunities for the participants to share the experience of the experts of each programme within the course duration.

### **5.3.1 The need for a national planning committee**

The Community Learning Centre programme has to be considered as a process of social development to be nationally perceived and not merely as an activity to be treated independently. There should be a national planning committee comprised of all concerned state agencies and the voluntary sector. The current position reveals that the CLC programme is handled mainly by the Non-formal and Special Education unit of the central ministry of education along with its other programmes comprising a vast network of administration through the country.

### **5.3.2 Decentralised Planning**

A better method would be to give more authority for each provincial ministry to prepare its plan of action based on the needs to be met taking into consideration the following factors;

18 Geographical differences of the areas

19 Social and cultural peculiarities

20 Needs of different segments of the population

21 Resources available in the term of both physical and manpower potential

22 Supply and demand position of consumer goods and marketing processes

23 Availability of credit facilities

24 Access to technology

## **5.4 Conclusion**

The result of this study clearly indicates the necessity for new approaches to implement the Community Learning Centre programme in the Sri Lankan context. Therefore, more research studies need to be conducted in the area of NFE in order to identify innovative approaches.

Although the NFE unit of the Ministry of Education has given authority for each provincial ministry to prepare its plan of action (decentralised planning) on Community Learning Centre programme, it is not possible to determine the expected outcomes are achieved from this practice.



## List of References:

Adult Education in selected countries in the Asian Region (1997), UNESCO.

APPEAL; overview of CLCs (2003), UNESCO, Bangkok.

APPEAL Pilot Project on Promoting Community Learning Centres in Vietnam (1999), Research Centre for Literacy and Continuing Education, Ministry of Education and Training, Vietnam.

Bhattacharjee R (2003,p5), Innovative Learning Centre of Narendrapur Ramakrishna Mission Lokashiksha Parishad, Kolkata, India.

Community Education Programmes Through CLC in India (2003), Indian Institute of Education, Pune, India.

Education for All 2000 Assessment (26-28 April2000) Dakar, Senegal.

Final Report of the Regional workshop on Continuing Education Programmes focusing on small scale enterprise for Neo- literates through CLCs (2005) organized by Asia- Pasific Programme of Education for All, UNESCO, Bangkok.

Gunawardana. H.P.R.(1996), An investigation into literacy classes conducted for non school going children in Sri Lanka, University of Colombo.

Galappatty (1991), Non-formal Education in Sri Lanka, National Institute of Education, Sri Lanka.

Indian Journal of Adult Education (October- December-2001), Vol.62, No.4

Non-Formal Education Handbook (2005), Non-Formal Unit, Ministry of Education

National Policy Framework on General Education in Sri Lanka (2003), National Education Commission, Sri Lanka.

Ogono. B.O (2000), Non- Formal Education for Social Development, Ministry of Education, Nigeria.

Perera. D.A. (2003). Implementation of Non-Formal Education in Sri Lanka, National Education Commission, Colombo, Sri Lanka.

Progress Report of Non Foermal Education programmes (2002,03,04,05), NFE Unit, Ministry of Education, Isurupaya, Batthara Mulla, Sri Lanka.

Rajalakshmi. K. (1989). Non- Formal Education, Discovery Publishing House, New Delhi.

Strengthening Community Learning Centres through Linkages and Networks (2007), A Synthesis of Six Country Reports, UNESCO, Bangkok.

Treasures of the Education System in Sri Lanka (2005), The World Bank.

<http://www.ilo.org/asia/child/trafficking>

<http://www.unesdoc.unesco.org/images>

