

What is NFE?

- **What do we mean by formal education and 'non' formal education?**
 - **System e.g. structure, budget, staff**
 - **Target learners**
 - **Content e.g. curriculum, materials**
 - **Approaches e.g. teaching-learning, M&E**

NFE discourses

1. NFE for development

- Human resource development
- Basic human needs

2. NFE for empowerment

- Inclusion of disadvantaged people
- Liberalization of oppressed people

3. NFE for accommodating differences

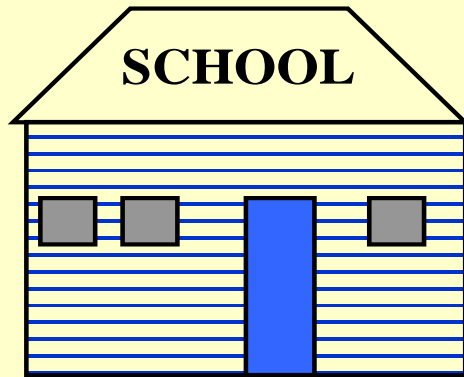
- Diversification and contextualization
- Alternative system/approaches
- Community based, participatory & ownership

NFE debates

- 1. NFE as all education outside of formal system**
- 2. NFE as opposed to formal system**
- 3. NFE same as formal education in the field implementation**
- 4. NFE as to link schools and other learning opportunities towards lifelong learning**

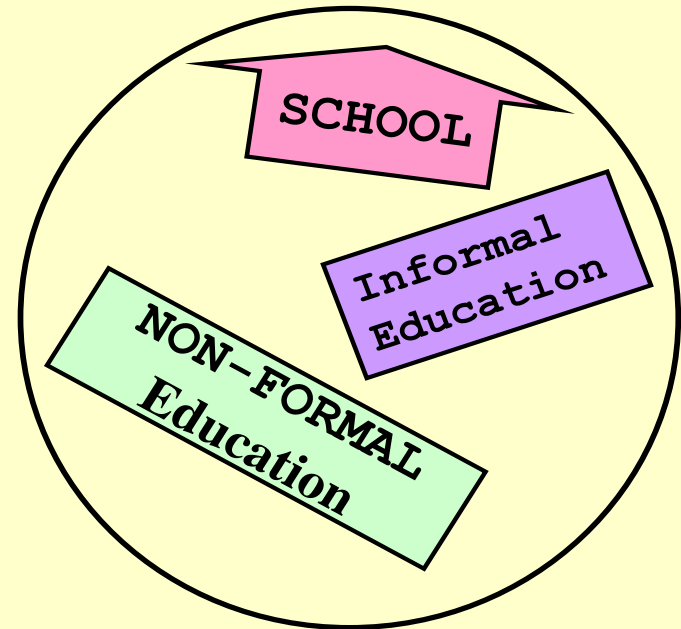
Expanding learning time and space

Narrow View of Education



Schooling is only
component of education

Broad View of Education



Lifelong Learning:
School is only
one component

Education delivery

University

Open
University

Institution
based ed &
Training
(certificate)

Community
Based Education
& Skill training
(non-certificate)

Continuing

Full time
Prim/sec
schools

OSYC
Flexible
Schools

Youth/Adult
Literacy
Life skill

Basic

ECCE

Education for out-of-school children

How can children learn if they can not attend full time schools ?

Need to develop flexible and alternative learning programmes, equivalent to full time schooling.

Regional Project on Equivalency programme

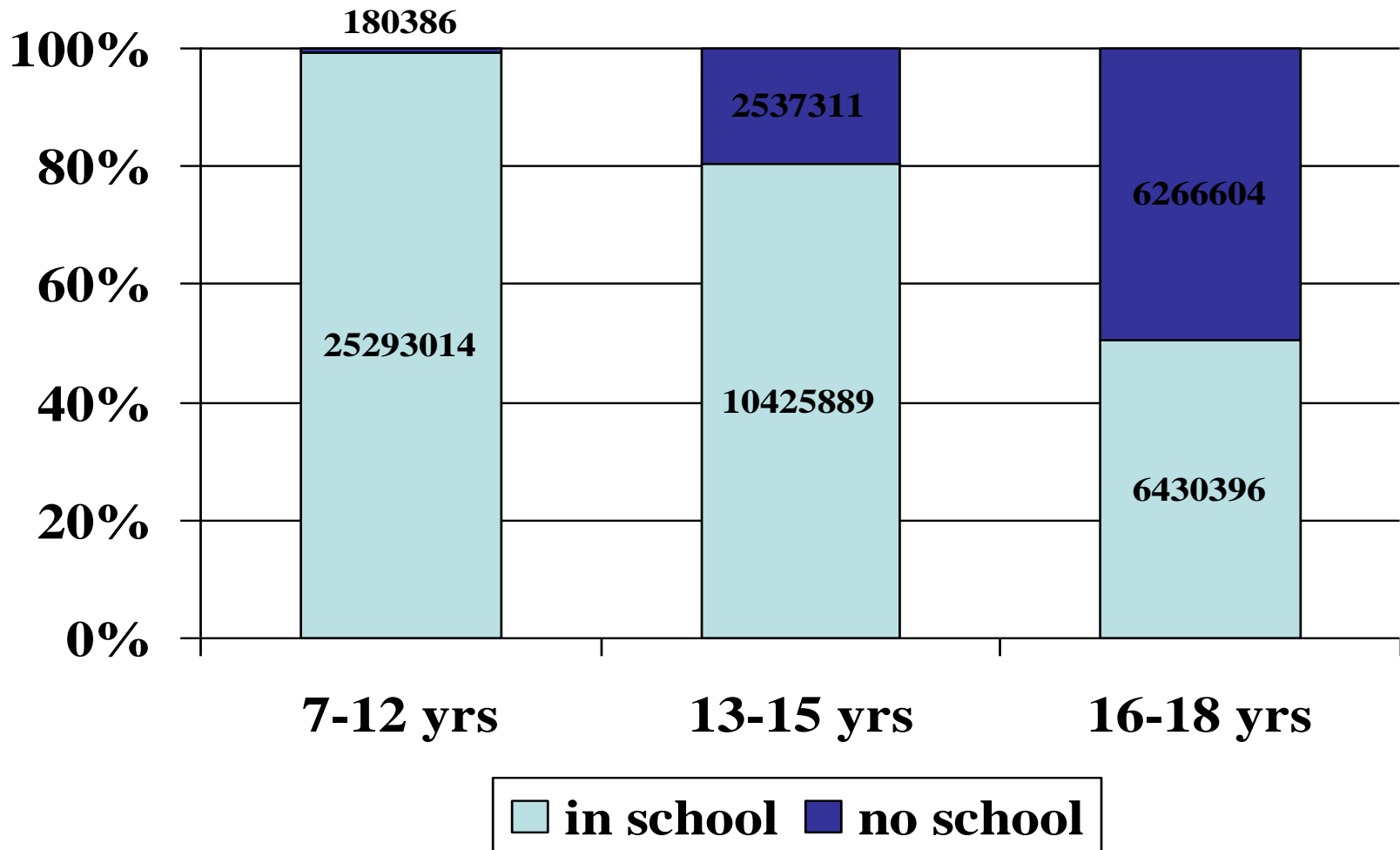
Research on existing equivalency programme

- **India, Indonesia, Philippines and Thailand**

Piloting new programme

- **Bangladesh, Cambodia, China, Lao PDR, Mongolia and Vietnam**
- **Developing equivalency programme as alternative educational programmes for OSYC and adults:**
 - **Policy**
 - **Target learners**
 - **Curriculum and materials**
 - **Delivery mechanisms**
 - **Assessment and accreditation**

Indonesia: Number of Children in and out of school (7 – 18 years, 2003)



Indonesia – Paket A-C

- ❖ **Package A: equivalent to the primary school certificate.**
- ❖ **Package B: equivalent to the junior secondary school certificate.**
- ❖ **Package C: equivalent to the senior secondary school certificate.**

Indonesia Paket series: Curriculum

- ❖ Academic subjects equivalent to a set of minimal competencies:
 - Religion, Citizenship and Social Sciences, the Indonesian language and literature, English, Mathematics and Physics.

- ❖ Life skills: to earn a livelihood or to develop a business enterprise for oneself or collectively in a team.
 - Livelihood, entrepreneur skills, work ethics, home management, local economics, income generation, art, and physical education.

Indonesia Paket series: Assessment

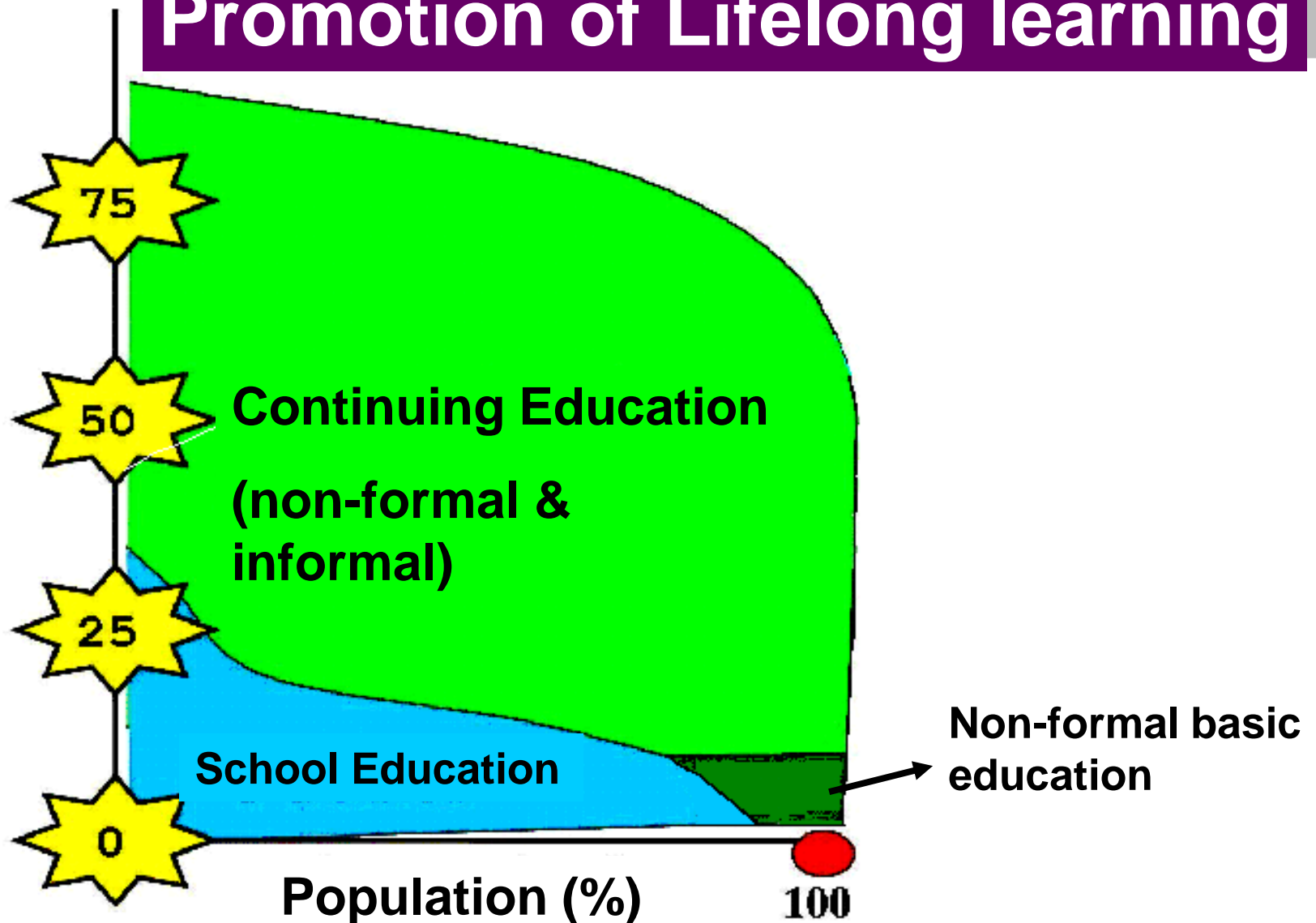
- ❖ **Authentic assessment:**
 - **Learners:** answer and solving practical questions in each module
 - **Tutors:** observation, discussion, work assignment, tests, product evaluation, portfolios and assessment in each module.

- ❖ **The National Examination organized by the Assessment Centre, Office of Research and Development of the Department of National Education for Package A, B and C.**

Equivalency programme – common issues

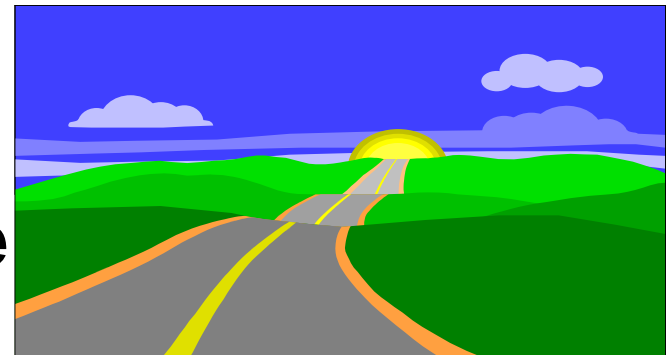
- **Well defined policy**
- **Priority target groups and their needs**
- **Curriculum development together with full time schools and other sectors (esp. income generation skills)**
- **Flexible delivery by GO & NGOs - learning centres, schools, ICT, distance education**
- **Assessment through exams and regular monitoring**
- **Community participation in management and content development & delivery**

Promotion of Lifelong learning



What is CLC ?

- **Local education institutions outside the formal education system**
- **Set up and managed by local people**
- **Various learning opportunities for community development and improvement of people's quality of life.**
- **Use of existing infrastructure e.g. schools, temples, mosque health centres, public halls**



Participating Countries

**Bangladesh, Bhutan,
Cambodia, China,
India, Indonesia, Iran,
Kazhakstan, Lao PDR,
Malaysia, Myanmar,
Mongolia, Nepal,
Pakistan, Papua New
Guinea, Philippines,
Samoa, Sri Lanka,
Thailand, Uzbekistan,
Vietnam, Afghanistan,
Kyrgyzstan, Maldives**



Functions of CLC

- **Education and Training**
- **Community Information & Resource Service**
- **Community Development**
- **Coordination & Networking**



CLCs – multi-functional centres

Central Java, Indonesia

- **Early childhood care**
- **Equivalency for out-of-school youths**
- **Skill training – haircut, handicraft, tailoring, computer**



- **Activities based on the community needs**
- **Under the decentralization policy**
- **Community participation with government support**

CLC – School linkages



- **CLCs in Primary school in Gansu, China**
- **Principal is the CLC manager**
- **Regular class for children**
- **Agriculture training for adults**

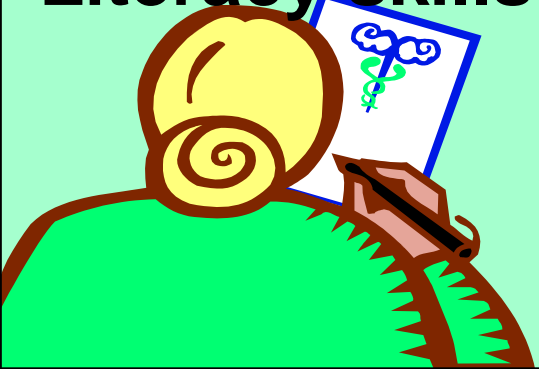
Life skills: case from Bangladesh



- IGP – candle making by women groups
- Practical skills for production are obtained but other life skills are required

Life skills programmes

Literacy skills



- Main components (3Rs): Reading, Writing, Numeracy

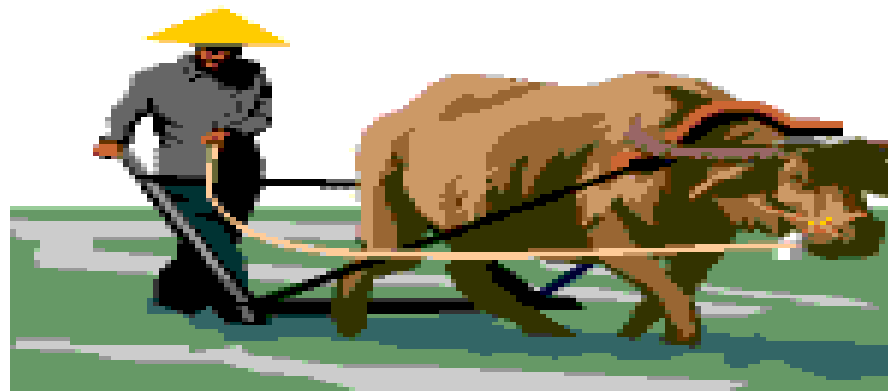
Generic skills



Cannot be obtained in isolation

Contextual skills

- Problem solving
- Critical thinking
- Entrepreneurial skills



- Livelihood/ income generation
- Health
- Gender
- Family
- Environment

Positive findings

- **CLCs provide a multi-purpose venue for individual and community development:**
 - quality of life improvement,
 - confidence building,
 - empowerment of disadvantaged people.
- **Learning environment was developed in a community targeting all ages:**
 - parents' more interests in children's education,
 - discussions about global/developmental issues.
- **Inter-country collaborations:**
 - joint planning, resource development and sharing, networking.

Challenges: sustainability

- **Policy support for resource allocation and mobilization (financial, material and human).**
- **Capacity of personnel and leadership.**
- **Expertise to maintain the quality of activities to cope with changing needs.**
- **Decentralized management – role of central and local government and community.**

Effective implementation and sustainability of CLCs

Community Ownership

Political support



Resource Mobilization

Monitoring Evaluation

Capacity Building

Linkage & Network

Challenges

- **How to meet the diverse needs of learners?**
 - **Content – standard curriculum and competency vs. local needs, contextual skills and local languages**
 - **Delivery – full time schools, alternative schools, learning centres, non-education institutions**
 - **Capacity of personnel - contextualizing the education programmes to meet local needs**
 - **Participation - Role of community and stakeholders in content and management**
 - **Monitoring and evaluation by whom for what?**