Community Learning Centers (CLCs) as key structures for ALE

Preconditions and good practices
Organizing Institutions and Partners

- DVV International, Germany
- International Council for Adult Education (ICAE)
- Georgian Adult Education Network (GAEN)
Moderation and Speakers

Moderation

- Mr. Christoph Jost, Director, DVV International, Germany
- Mr. Uwe Gartenschlaeger, Deputy Director, DVV International, Germany

Speakers

- Mrs. Sonja Belete, Adult Learning and Education Expert, South Africa
- Mr. Everest Tumwesigye, Commissioner - Community Development and Literacy, Ministry of Gender, Labour and Social Development, Uganda
- Mrs. Nino Babalashvili, Director, Adult Education Georgian Network (GAEN), Georgia
- Mrs. Julia von Westerholt, Director, German Adult Education Association (DVV), Germany
- Dr. César Picón, Consejo de Educación de Adultos de América Latina (CEAAL), Peru
Proceeding and Technicalities

- Introduction
- Speakers Inputs
- Panel Discussion
- Policy Messages
- How to participate? – Uwe Gartenschlaeger

CLCs as key structures for ALE
Objectives

- Provide background information and inform about global policy context
- Present different CLCs systems and good practices/lessons learnt
- Share guidelines for community learning centers
- Inform about key roles of CLCs, benefits and contributions to sustainable development
- Present different governance and funding models
- Discuss preconditions and challenges as to the set-up and operation of CLCs
- Define policy recommendations to further promote CLCs as learning infrastructure
Background Information & Policy Context

• CLCs are becoming more and more important providers of ALE – the number and geographic spreads increased over last decades

• CLCs can be found in many countries around the globe and vary widely as to
  
  ▪ **Names/Terminology** *(e.g. adult education centers, community learning centers, folk high schools, LLL centers, kominka, houses of culture)*
  
  ▪ **Target Groups** *(adults, youth/adults, children/youth/adults, elderly pop., disadvantaged groups)*
  
  ▪ **Programs, Functions and Priorities** *(holistic approach, narrow programs, single purposes)*
  
  ▪ **Staffing and degree of professionalization**
  
  ▪ **Governance structures, funding models and public embeddedness**

• CLCs are local institutions for putting ALE / LLL into practice. They are a lever for achieving the SDGs.

CLCs as key structures for ALE

• CLCs increasingly recognized in key policy documents.
“We commit ourselves to creating of multi-purpose **community learning spaces and centres** and improving access to, and participation in, the full range of adult learning and education programmes”

Belém Framework for Action (BFA), UNESCO, 2009

Key area participation, inclusion and equity
“creating or strengthening appropriate institutional structures, like community learning centers, for delivering adult learning and education and encouraging adults to use these as hubs for individual learning and community development.”

Recommendation on Adult Learning and Education (RALE), UNESCO, 2015
“Community learning centres (CLCs) are increasingly recognized as playing an important role in providing education opportunities meetings local communities’ needs.”

Global Education Monitoring Report (GEM) 2021/2022, UNESCO, 2021
Key Questions (speakers contribution and discussion)

• What is the **role of CLCs for sustainable development** and to offer lifelong learning opportunities for all?

• Which **governance and funding schemes** are favorable to ensure proper functioning of CLCs in the long-run?
Thank you / Merci!

Learn more / En savoir plus