APPEAL Pilot Project on promoting Community Learning Centres (CLCs) in Vietnam (A final report 1999)
Brief background

The concept of Community Learning Centre (CLC) under the APPEAL-CE is relatively new, but very important and appropriate to the socio-economic and cultural situation in Vietnam. This new educational model has been introduced in Vietnam since 1997, but it has been highly appreciated. Up to now, there are only Continuing Education Centres (CECs) at district level in Vietnam. These CECs in fact have been not able to provide learning opportunities for All, especially for those who live in remote, mountainous and rural areas. That is why, CLC at grassroots level - an effective tools/instruments for providing Education for All, especially for unreached is accorded with the Government policies on Continuing Education and on Human Resources development for agriculture and rural development in Viet Nam in the future. Since 1998, the Project on "Promoting CLCs in Vietnam" initiated by UNESCO/PROAP has been implemented by the Research Centre for Literacy and Continuing Education (RCL&CE), National Institute for Education (NIES), Ministry of Education and Training (MOET). The main objectives of the project are:

1) To set up and strengthen four pilot CLCs in mountainous rural areas as models for the CLC programme in Vietnam;
2) To increase the awareness in society about the roles, functions and activities of CLCs at grassroots level.

In 1998, two CLCs were established in Cao Son (Hoa Binh province) and Pu Nhung (Lai Chau province). In 1999, the project was implemented with the following objectives:

1. To strengthen management and operation of the CLCs established in 1998;
2. To set up and run two more CLCs, and
3. To prepare for the continuation of the project and undertake an evaluation at the end 1999.

Specially, this year, the project focused on the following activities:

(i) strengthen the two CLCs initiated in 1998 through:
   - assist the CLC management committee in identifying community learning needs and in designing programmes for CLCs;
   - train people involved in management and operation of CLCs;
   - assist CLCs in training resource persons and conduct training, including record and book-keeping;
   - provide seed money for income-generating activities

(ii) establish and operate two more new CLCs with focus on:
- community participation
- sustainability
- training of CLC management committee and its staff
- organize effective linkages with other CLCs
- organize education activities

I/ The activities and achievements during the year

I. Regarding strengthening two CLCs initiated in 1998

This year, the project focused on the sustaining two CLCs in terms of sustainability of activities and financial sustainability for meeting the cost of their staff and implementation of CLC activities. The project support was in two types:

- Management and operational capacity building inputs
- Financial capacity building inputs

To achieve the above objectives, the following activities were undertaken:

1. The central project team has assisted the CLCMC in identifying the community’s learning needs to ensure the relevance and effectiveness and thereby maintain the greater degree of sustainability of the CLC activities. As the result, 400 households in two Cao Son and Pu Nhung villages were interviewed. The project also helped two CLCMCs in selecting questionnaires with 98 representatives from different line agencies and NGOs (women’s Union, Youth League, farmer’s associations etc.) inside and outside the community. Reports and other relevant documents providing secondary data were also analyzed to identify the real needs of the community and key problems, which can be addressed by the activities of CLCs.

2. The project then assisted CLCMCs in designing programmes for 1999 according to the above identified community needs and problems, giving priority to specific activities such as literacy, post-literacy and other training courses related to income generation, the people’s quality of life improvement. As a result, the activities of CLCs have been responded to specific social problems and the needs of the community. That is why the CLCs activities have been more attractive and they drew large audiences from community, especially women and girls.
3. The project has promoted an advocacy of CLC objectives to increase the public awareness to mobilize more resources for CLC and to encourage all groups in the community to participate in CLC activities. A motivation poster and leaflet “Let’s go to CLC” were developed and printed with 6,000 copies. These materials have been distributed to every household in the villages under the project and the poster has been advertised at the market or busy places in the villages for the dissemination of the concept of CLC.

4. Additional training of people involved in management and operation of CLCs were organized

5. The project also focused on strengthening CLCMCs through various activities such as encouraging CLCMCs to organize regular meetings, to write regular reports, to keep records for planning and monitoring purposes, to appoint a paid facilitator/co - coordinator, to strengthen sub-committees and their cooperation

6. During the implementation of CLC activities, the project also tried to give technical advice on various aspects of CLC activities if necessary.

7. Besides, the project organized a workshop on sharing experiences between two CLCs and organized field study visits for members of CLCMCs. This
activity was very effective in strengthening CLCMC capacity and was highly appreciated by two CLCs Pu Nhun and Cao Son

8. The project had also paid due attention to strengthening management structure at Central, district and commune’s levels with focuses on two-way communication between all levels of management and record keeping.

9. To mobilize more resources for CLCs activities in term of financial, material and personnel support, the project tried to continue encouraging various development agencies in the locality to assist CLC operations through meetings, discussions and seminars

10. As the CLC library has just started, they are still poor. That is why, the project try to collect or encourage various development agencies, NGOs, GOs inside or outside the community to provide CLC with appropriate reading materials, such as Agriculture Extension, Heath care Centre, Centre for Population Education, RCL&CE, NAAE, LRC and so on

11. To achieve the financial sustainability, the project continued to support two CLCs in its efforts to organize income-generating activities for themselves.

12. Realizing the important of CLC organizer, the project had also provided some seed money for hiring of a CLC organizer and for organizing CLCs activities.

II. Establishing and operating two new CLCs - the activities and achievements

This year, the project continued to set up two more CLCs in mountainous and red-river delta areas. The selection of 2 project sites was considered quite important to ensure the success of the project. Based on the community surveys, discussions with village leaders and proposals developed by the community, the project selected and supported establishment of a CLC in a village, which meet the following criteria:

- There is an awareness by the community of it's economic situation and a desire to bring about change;
- High level of interest and commitment to promoting Education for All;
- The community is ready to take advantage of the opportunities CLC offer and has prepared a proposal for a CLC;
- The community is ready to actively participate in the process of setting-up and to mobilize as much local resources as possible.
As a result, two villages Viet Thuan (Thai Binh province) and An Lap (Bac Giang province) were selected for CLCs in 1999. Viet Thuan village decided to place CLC in the under-used co-operative space of land about 6,500 m² with a co-operative hall (130 m²) and small room (60 m²). An Lap village decided to build CLC on a hill about 2,700 m² and to contribute two unused classrooms about 90 m² and 72 m² as multipurpose and library/reading rooms. Apart from these, Viet Thuan CLC as well as An Lap CLC will also use hamlet’s halls as satellite venues for particular activities.

The common characteristics of these CLCs sites are:
- Both of them are in rural areas
- Direct dependence on one cash crop (rice) and animal husbandry with no other sources of income.
- Generally low standard of living with low annual per capita income (320 and 530 kg of rice/one person/one year). 30-40% of the household in the village are poor or under the poverty line.
- Low level of education, especially among people in the age group above 25 for mountainous and above 35 for delta areas. There are many out-of-school children, many neo-literates and people who have not finished primary school.

The CLCs were set up in these villages with a focus on literacy/post-literacy, income-generation programmes and quality of life improvement programmes with the aims:

(i) To help villagers to increase their income through various training on agriculture and animal raising and introducing alternative income-generating activities;

(ii) To reduce illiteracy and maintain literacy by organizing literacy and post-literacy classes, the establishing and upgrading libraries of CLCs

(iii) To improve the villager’s quality of life through organizing seminars, group discussions and talks on various topics related to the needs of the villagers

(iv) To preserve and enrich the village’s life through the promotion of socio-cultural and sport activities.
During the establishing and operating two new CLCs, the following factors were considerate:

- Community participation
- Sustainability of CLC activities
- Capacity building of CLC organizer and its staff
- The linkages of CLC with other development agencies inside and outside the community

1. **Regarding to community participation:**

   The active community participation and ownership has been seen as a crucial for success of the project. That is why, the project tried to encourage every community to initiate and prepare a proposal for CLC. During the establishment and operation of two new CLCs, the two communities Viet Thuan and An Lap have been encouraged to participate from the very start, from conducting need assessment survey, physical setting up and designing programmes to implementing and evaluating CLC activities. To mobilize greater community participation in the CLC establishment as well as its operation, the following activities have been undertaken:

   - Carrying out seminars, talks and discussion meetings to understand the concept of CLC. The central project officers discussed with community leaders about community problems and how a Learning Centre could help solve some of them. The community leaders were also informed about CLC concept, its potential for community development through providing lifelong learning opportunities for All. Then, large community meetings among villagers were
organized to discuss the relevance and advantage of a CLC for the village and their willingness to set-up CLC in their village.

- Encouraging each village to prepare a proposal for CLC and assisting the community in choosing appropriate place for CLCs,
- Involving the potential clients of the Learning Centre in finding out what resources in terms of infrastructure, physical resources, and potential presenters were available. It is very important to help them understand their surroundings, their local environment and their development needs.
- During the CLC establishment, the project tried to mobilize as much people contribution in term of la boor and local materials as possible
- Distributing leaflets on CLC to every household in villages and advertising with posters on CLC at the market places or busy places in village to make people aware of the values and benefits of the CLC and thereby more people in the community will participate in the CLC activities
- Organizing an opening ceremony as a great festival for all villagers. All people, all sectors of the community participated with great interests in preparations for this day. They gathered together very early. Posters, banners, processions, display and cultural events, the sport competition were presented. Everyone was proud of having his or her own Learning Centre.

2. **Regarding to sustainability of two new CLC:**

To ensure the sustainability of activities as well as financial sustainability of new two CLCs, the following activities were undertaken:

- Conducting an advocacy of CLC objectives through organizing seminars on CLC. In these seminar, the leaders of the district and the village as well as representatives from GOs, NGOs, programmes and projects in the district participated. These seminars aimed to increase the community’s awareness about the roles and functions of CLCs and to mobilize more resources for CLC activities in term of financial, material and human resources.
• Assisting the communities in identifying the actual learning needs of the people and then in developing programmes for their CLC and selecting activities according to the identified needs. It is very important that the CLC activities should be responsive to real needs of the people in the community, because it ensures the relevancy and effectiveness and thereby maintain greater degree of sustainability of the activities.

As the results, two new CLCs had developed its programmes for the last three months of 1999 and for the year 2000
• Training of people involved in management and operation of CLC
• Technical advising CLCMCs on various aspects of CLC activities;

• Strengthening project management structure at all levels;

• Assisting CLCs to sustain the activities and finance through income generation by providing some seed money;

• Promoting linkage with community development activities and networking with various development agencies.

II/ The problems and issues faced up to now

1. There is still not clear policy from the Government to develop this kind of CLCs due to unclear concept about CLCs.

2. Community participation is still limited due to the poverty, low awareness, and due to the habit of relying on the Government under subsidized economic.

3. The local people have no or little experience in managing Learning Centres by themselves. CLCMCs are still not effective (irregular, infrequent meetings, bad record keeping), especially in two new CLCs established in 1999

4. An appointing a full-time person for CLC, who has enough competence and prestige in the community, is very important for success of any CLC. But in fact, it is still difficult. A committed and competent person is usually busy and they are not able to work full-time for CLC.

5. Finding volunteers for CLCs activities are also difficult. As the people become money minded, they expected much benefit from the work, while CLCs still have financial difficulties.

6. All CLCs have still faced with financial difficulties. They have not enough money for full-time organizer and conducting CLC activities. The income-generating activities for CLCs have just been begun, they have not got so much profits.
7. The linkages between CLCs and other development agencies are still not effective. Not all development agencies understand the concept of CLC clearly and they still wait for the success and effectiveness of CLC activities.

8. The libraries of CLC are still poor in term of quantity as well as quality and still do not work effectively.

9. CLC places are still far from some hamlet.

10. Participation of all people in the community is still limited.

III/The future plan of activities for strengthening, sustaining and expanding CLCs

A- Strategies for strengthening and sustaining CLCs

1. Conducting more effective advocacy of CLC to increasing public and community awareness to encourage more community commitment and participation.

2. Establishing a network of satellites in some remote hamlets to encourage more people participating in CLC activities.

3. Linking CLC activities with various programmes in the community more closely, such as poverty eradication, family planning, reforestation, new cultural village building, environmental protection, human resource development programmes to contribute more to the community development.

4. Strengthening CLC executive committees to become more effective in management and operation of CLC through:

   • Additional and continuous training for CLC members and it’s staff;
   • Assisting CLCMCs in identifying the real needs of the community and designing an appropriate programmes for their CLC;
   • Organizing field study visits for CLCMCs;
   • Organizing workshops on sharing experiences among CLCs

5. Conducting regular needs assessments to ensure the CLC activities responsive to the real needs of the people and address directly on community’s problems and issues.
6. Continuing finding means and ways of getting regular fund for the CLC activities;

7. Reinforcing or building a good network to mobilize more resources for CLCs in term of material, personnel and financial supports by:

- Organize an effective network committee;
- Invite resource persons, professionals and technicians from GOs and NGOs to participate in CLCs activities.

8. Strengthening and upgrading CLC libraries through:

- Collecting more existing materials from other concerned agencies;
- Training CLCMCs and it’s staff in material development skills for locality;
- Assisting CLC in developing and printing more local materials;
- Additional training of CLC librarians in book-keeping, book-utilization;
- And piloting a mobile library for each CLC

9. Continuing supporting for CLCMC in it's efforts to achieve financial sustainability by organizing income generating activities for it's self-sustaining;

10. Continuous supporting for hiring CLC organizers and for organizing CLC activities.

**B- Strategies for expanding CLCs**

- Conducting an impact evaluation of the project.
- Organizing a review meeting of the project
- Organizing a National workshop on CLC to raise awareness of all policy and decision makers, monitor, supervisors at central levels;
- Encouraging each province to establish in 2001 year at least one CLC as a model for expanding CLCs in other communities in the province (About 63 CLCs in the whole country);
- 2002-2005: each district will set up at least one CLC (About 500 CLCs in the whole country)

Hanoi January 2000
CAO SON  CLC (Hoa Binh province)
(Established in 1998)

Cao Son is a mountainous village of Hoa Binh province. It is 120 km far from Hanoi capital. There are 9 hamlets in this village. Some of them are far from the village centre and take about half day by foot to get this hamlets.

**Population:** 660 households with 3213 heads.

**Ethnic groups:** Dao, Tay, Muong and Kinh.

**Economic situation:**
- Poor agricultural commune with income per capital VND720,000/a year/person (US$ 60).
- Poor and hunger households account for 30% of total households
- The main sources of income: cattle breeding, rice on terrace fields, corn, potatoes, manioc and fruit trees (sugarcanes and ginger) planting.

**Education**
- The educational level very low. Many people, especially women, ethnic people and people above 25 years old are still illiterate. Among 1062 illiterates, 54% are women and 86% are ethnic people. The main reasons are poverty; busy with farming and earning the living; lack of an appropriate reading materials; backward customs and habits; negative attitude toward to education; lack of a place for lifelong education for out of school, youth and adults.
- Almost people are farmers, but 98.5% have not received any skill training for agriculture;
- 1/4 of total population is attending in formal school and the rest (3/4) are out of school

**The main problems:**
Poor,
Bad hygiene,
High rate of malnutrition among children,
Superstitious practices, many diseases;
Illiteracy, post-literacy

The objectives of CLC:
- To help villagers to increase their family income and improve the quality of their life;
- To provide learning opportunity for all people in the community, especially illiterate adults above 25 years old;
- To develop and preserve local culture and traditional ways of life

The villagers in an opening ceremony of Cao Son CLC

Members of CLC Management Committee:

- Mr. Trieu Phuc Thi - Head of the village
- Mr. Pham Xuan Dung - principal of lower secondary school
- Mr. Xa Van Anh - responsible for socio-cultural life of the village
- Mr. Xa Van Toan - representative of villagers
- Ms. Xa Thi Thuy - primary school
- Mr. Xa Van Quang - Youth Union
- Ms. Ha Thi Dien - Women’s Union
- Mr. Dinh Xuan Diep - Elder group
- Mr. Truong Van Nho - Healthcare Centre
- Mr. Dinh Xuan Manh - Farmer’s Association
- And 9 representatives from 9 hamlets
The activities undertaken:

- Conducting 9 skills training courses for rice and sugar canes and fruit planting and making garden beautiful for 1054 people (among them 682 are women, about 65%);
- Running 2 equivalency lower secondary classes for 35 youth aged from 18-20 (20 girls) and for 22 the key village cadres and one equivalency upper secondary class for 22 youth.
- Running a literacy classes for 25 people, among them 15 are women) and one post-literacy classes for 78 people, most of them are from the remote hamlets
- Organizing 15 various training courses or talks on health (family planning, malnutrition, goiter, malaria, 6 dangerous diseases, HIV/AIDS and so on with 750 people involved, among them 380 women.
- Conducting 23 community activities such as meetings, discussions, conferences of people's committee, people's council and line agencies and mass organizations in the community with 5379 people involved, among them 2561 are women (about 47.6%)
- Organizing 23 various cultural activities and video shows (about 11,486 villagers attending, among them 52.3% (5998) are women);
- Opening library on Wednesday and Saturday every week for thousand pupils and villagers when they go to the market.

From August 1998 to December 1999, Cao Son CLC implemented 5 regular activities and 74 activities within which 19,808 people participated (among them 4 literacy and post-literacy activities, equivalency class for youth, 9 income generating activities, 15 activities on health education, 23 community activities (meetings and discussions) and 23 cultural and sporting activities and video shows). The data show that women predominate in many CLC activities, while men mainly participate in meetings and sporting activities.

As the above-mentioned activities responded to specific social problems and situations according to the needs of Cao Son villagers, they were very attractive and drew large audiences from community, especially women and girls.
The income-generating activities for CLC: Last year, Cao Son bought 4 mother-cows. This year, 3 calves were given birth.

Class for out of school children

Annex 2

PU NHUNG Learning Centre
(Established in 1998)

Pu Nhung is a high mountainous village of Tuan Giao district, Lai Chau province. It is 530 km away from Ha noi Capital in the northwest. There are 7 hamlets in this village, This village is in the especially difficult circumstance of Vietnam. This is one of the villages under UNICEF project.

Population: 2886 people with 471 households

Ethnic group: H'mong (99%)

Economic:

- Poor agriculture with income per capita VND 650/year/per (about US$ 50).
- The main sources of income: rice, Soya bean, plum, apricot, coffee planting and pig, buffalo, cow, horses and fish raising.
- 30% of the all households are poor or under poverty line

**Education:**

- High level of adult illiteracy (43.4%)
- Big number of illiterates: 1,162 people
- Low enrolment rate: 34%
- Big number of out off school children: 707

**The objectives of CLC:**

- To improve the people's quality of life through income generating activities and information and advisory services;
- To provide learning opportunities for illiterate adults and out off schools children;
- To foster ethnic minority culture, consolidate the unity of community through cultural and sporting activities of CLC;
- To support community to achieve the objectives of socio-economic development.

**Members of Executive CLCMC:**

- Mr. Vu Cho Lang - vice-president of village’s people committee
- Mr. Phi Dinh Chien - the principal of primary school
- Ms. Vu Thi Ly - Women’s Union
- Mr. Cha Nhia Dinh - Youth Union
- Mr. Vu A Phia - Teacher

**The activities undertaken by CLC:**

- Running two classes of non formal primary education for out off school children in the age group of 12-14
- Opening literacy and post-literacy class for illiterate adults every day
- Conducting skills training courses on agriculture, fruit planting, gardening, fish and pig raising for income generating
- Training on family planning, nutrition for the children and family
  Organizing various cultural activities
- Every evening video, slide shows for hundred local people;
- Opening reading room every day;
- Sporting activities.

Income generating activity for CLC:

This CLC undertake cow and fish raising for generating income for CLC. Last year, 5 cow and 3,200 seed fishes were bought. This year, Pu Nhung CLC has got already 1 more calf and started to sell fish to earn income for CLC.
The first fishing in Pu Nhung CLC

Annex 3:

An Lap CLC

Son Dong district, Bac Giang province

(Established in 1999)
I. Background of the village:

• Geographical feature

  - An Lap is a high mountainous village of Son Dong district, Bac Giang province. It is about 130 km far from Hanoi capital in North East.
  - Natural land area: 12,000 ha
  - Cultivated land area: 3,024 ha
  - Population: 4,631 (Women take up 55%)
  - Number of hamlets: 7
  - Number of households: 981
  - Ethnic group: Tay, Cao Lan, Chinese, Khme and Kinh

• Economic situation:

  - The average income: 320 kg of rice/person/year
  - The main sources of income: directly dependence on agriculture (one rice crop) and with no other sources of income
  - Percentage of poor household: 32.4% (318 households), among them 86 households are hungry (under the poverty line)

• Education situation:

  - There are primary and secondary schools in this village with 800 primary school students and 500 students in lower secondary and 50-70 students of upper secondary schools every year. This means that 1/3 of the population is attending in formal schools and the rest (2/3) have no access to any form of education.
  - The drop out rate is rather high: 2%
  - Although most of people in the age between 15 and 35 are literate, 43 person in this age group are still illiterate. Besides, there are many adult people above 35 years old are illiterate
  - Only 149 among 2,246 persons in the working age (about 3.1%) are trained through short term training courses
  - At present, 3,261 people need to improve their knowledge and skills for production and everyday life, but there is no place, no programmes to meet these needs.
• The main problems faced by the community:
  - Poverty
  - Serious lack of training on agriculture to increase the productivity in rice cultivation for the people in the community
  - The economy has to be restructured by introducing alternative income generating activities such as small animal husbandry and promoting litchi planting with high economic efficiency
  - Low level of education, relapsing again into illiteracy
  - The community activities are limited
  - Lack of a library and reading materials (newspapers, post literacy materials
  - The linkage between line/development sectors in the community is not very close

II. The establishment of CLC:

1. The preparation process:

   In May 1999, the promoters (central project officers from Research Centre for Literacy and Continuing Education) came to meet community leaders to discuss community problems and to show how a Learning Centre could help solve some of them. Then the community was asked to organize a large meeting among villagers to discuss the relevance and advantage of a CLC for the village and their willingness to set-up CLC in their village. Then they had prepared a proposal for CLC and sent it to RCL&CE for consideration.

2. The objectives of CLC

This CLC was established with the following objectives:

• To improve an access to basic education for out of school children and adults
• To help the people to increase their income
• To improve the people quality of life and
• To promote community development

3. Target group:

All people in the community, but a priority has been given to women, dropout, minority population, the poor
4. *The establishing process*:

In the middle of June 1999, An Lap was selected for project site in 1999 and was assisted in conducting a community survey to find out what resources are available in term of infrastructure, physical resources, potential presenters and learning materials and to choose an appropriate place for CLC.

As a result, the local authority has provided a hill with an area of 2,700m² to set up CLC and contributed wood-framework of two old buildings and 7 hamlet’s simple halls as satellite of CLC. During the CLC establishment, the community tried to mobilize as much people’s contribution in term of labour and local materials as possible. Local people have contributed 150 workdays and 4,000 bricks to construct multipurpose hall and library-reading room. Continuing Education Centre at district level also contributed 520 workdays (equivalent to about 9 millions VN dong).

This CLC has also received technical and financial support from UNESCO/Bangkok. The project had provided some money for constructing CLC buildings, and provided this CLC with some necessary learning and teaching equipment, such as teacher’s and student’s chairs and desks, bookshelves, bookcases, TV-video set, cattiest, loud hailer, personal computer, slide machine etc. Especially, the project has provided some seed money for income generating activities for CLC themselves, such as cow breeding, litchi planting. Specially, the project has provided some money to pay a salary for organizer of CLC and to provide learners in literacy and post-literacy classes with pens, pencils and notebooks.

With many efforts made by the community, at the beginning of September 1999, An Lap CLC started to operate. An opening ceremony of CLC as a great festival for all villagers was organized. All people, all sectors of the community participated with great interests in preparations for this day. They gathered together very early. Posters, banners, processions, display and cultural events, the sport competition were presented. Everyone was proud of having his or her own Learning Centre.

5. *Management of CLC*

Since it’s establishment, An Lap CLC has been managed by the community through CLC Management Committee. This CLCMC consists of 17 members:
• Heads of village people’s committee
• Head of youth union
• School representatives
• Farmer’s association representative
• Representative from women’s union
• Representative from elder association
• Representatives of line agencies such as healthcare centre, agriculture extension centre, family planning centre and so on
• And 7 heads of 7 hamlets

6. The activities conducted by CLC since the beginning and the current activities

• The activities in the past:
  - 5 training courses on technical transfer for rice and lychee planting and Integrated Pest Management (IPM) were organized in CLC in cooperation with agriculture extension sector, women’s and youth union. These activities had trained 647 farmers, women and youth in the village.
  - 4 training courses and talks on health care, family planning and health way of life were jointly conducted by CLC and women’s union. About 802 persons participated in these activities.
  - 2 cultural and sport activities organized by youth union with 640 participants

• The current and future activities:
- Conducting various skills training courses on agriculture, animal raising, planting for all people from 7 hamlet to help them to increase their income
- Providing literacy and post-literacy for adults with emphasis on women and girls
- Organizing clubs on health, women and development, cultural art, clubs for youth and new married couples
- Setting up a library-reading room with various kinds of book, magazines for villagers
- Strengthening income generation activities for CLC

7. **The income-generating activities for CLC sustainability:**

Breeding 4 mother-cows and planting 70 foots of a litchi tree

8. **Problems and issues:**

a. The concept of CLC is relatively new in this community.
b. The place of CLC is administrative and economic centre, but not geographical centre. That is why it is not suitable for all people
c. Facilitator/organizer of CLC is part time, very busy and no familiar with management of multi-sector activities like CLC
d. Not all people participated in the CLC activities due to unclear concept of CLC
e. The reading materials in a library are still poor and not appropriate to the needs and limited reading skills of the most people
f. Financial difficulties, especially in the first 2 or 3 year
g. The linkage between CLC and other line agencies is still weak
h. The community participation and ownership are still limited
i. The sustainability of activities and finance are still not ensured

- The capacity of CLCMCs is still not enough for management the CLC themselves
- The participation of women is very limited, especially CLC Management Committee

9. **The place of An Lap CLC in the village**

10. **Layout of An lap CLC**

**Annex 4:**
Viet Thuan CLC  
Vu Thu district, Thai Binh province  
(Established in 1999)  

I. Background of the village:

- **Geographical features**
  
a. Viet Thuan is rural village in Red River Delta, belong to Vu Thu district, Thai Binh province. It is 120 km far from Hanoi capital.  
b. Natural land area: 931 ha  
c. Cultivated land area: 576 ha  
d. Population: 7,771 (Women take up 51.4%)  
e. Number of hamlets: 9  
f. Number of households: 2739  
g. Religion: 359 household with 1,331 people are Christian

- **Economic situation:**
  
h. 96% of the whole population directly depend on agriculture (one rice crop) and with no other sources of income  
i. The average income: 530 kg of rice/person/year  
j. The main (95.5%) sources of income from agriculture (52% from rice planting, 48% from pig, chicken, cow and buffalo raising)  
k. The remain income (about 4.3%) are from various sidelines (small trade, carpentry, plastering and production of construction materials)  
l. Percentage of poor household: 40%

- **Education situation:**
  
m. Primary school: 900 students  
n. Lower secondary school: 650 students  
o. Non-formal education (literacy and equivalent classes and skills training courses): 380  
p. Number of illiterates: 166 people above 35 years old, among them 100% are women  
q. The people have not finished lower secondary school: 72%
• **The main problems faced by the community:**

r. Populated area  
s. Serious lack of cultivate land (366 m²/one person)  
t. Only one rice crop, no alternative income generating activities with high economic efficiency such as promoting fruit planting (Litchi, orange, mandarin) and introduction some new income generation vocation (production of construction materials, grind paddy, carpenter and so on)  
u. Lack of a library and reading materials (newspapers, post literacy materials appropriate to the needs and levels of women and farmers with limited reading skills)  
v. No adequate place for post-literacy and equivalent classes  
w. The linkage between line/development sectors in the community is not very close  
x. The concept of CLC by the people, of the people and for the people is relatively in this community,  
y. The self- Management capacity of community is limited

II. **The establishment of CLC:**

1. **The preparation process:**

   In May 1999, the promoters (central project officers from Research Centre for Literacy and Continuing Education) came to meet community leaders to discuss above mentioned community problems and to show how a Learning Centre could help solve some of them. Then the community was asked to organize a large meeting among villagers to discuss the relevance and advantage of a CLC for the village and their willingness to set-up CLC in their village. Then they had prepared a proposal for CLC and sent it to RCL&CE for consideration.

2. **The objectives of CLC:** This CLC was established with the following objectives:

- To help villagers to increase their income through various training on agriculture for rice and fruit planting, animal raising and vocational training for youth;  
- To facilitate an access to higher levels of education and to continue to learn through their life through the provision of equivalency programmes;  
- To promote reading habit of villagers through establishing a library
• To preserve and enrich village life through the promotion of socio-cultural activities, such as traditional opera, rites, festivals, dragon and lion dances...

The village’s life will be preserved and enriched through the promotion of socio-cultural activities in Viet Thuan CLC

3. Target groups:

All people in the community, but a priority has been given to women, the poor and out of school children

4. The establishing process:

In the middle of June 1999, Viet Thuan was selected for project site in 1999. Then this community was assisted in conducting a community survey to find out what resources are available in term of infrastructure, physical resources, potential presenters and learning materials and to choose an appropriate place for CLC.

As a result, the local authority had decided to allocate an area of land about 6,000 m² at the centre of the village and near the village people’s committee. The community had also decided to adapt a community’s hall for a multipurpose building and an old cooperative room for a library/reading centre of CLC and some hamlet’s simple halls for satellite of CLC. During the CLC establishment, the community tried to mobilize as much people’s contribution in term of labour and local materials as possible. People of 9 hamlets have contributed many workdays to clear the floor space and set up the sport ground. Hundreds of books, magazines
have been given by the line agencies, mass organizations in the district and province.

This CLC has also received technical and financial support from UNESCO/Bangkok. The project had provided some money for adapting old buildings for CLC. The old buildings were adapted, renovated, repaired to suit the requirements of CLC. Then the project also provided this CLC with some necessary learning and teaching equipment, such as teacher’s and student’s chairs and desks, bookshelves, bookcases, TV-video set, cattiest, loud hailer, personal computer, slide machine etc. Especially, the project has provided some seed money for income generating activities for CLC themselves, such as fish raising, vegetable planting. Specially, the project has provided some money to pay a salary for organizer of CLC.

Right after physical setting up, this village had chosen an appropriate day in the middle of September 1999 to organize an opening ceremony of CLC as a great festival for all villagers in the community. All people from 9 hamlets, all sectors of the community participated with great interests in preparations for this day. They gathered together very early. Posters, banners, processions, display and cultural events, the sport competition were presented. Everyone was proud of having his or her own Learning Centre.

5. Management of CLC

Since it’s establishment, Viet Thuan CLC has been managed by the community through CLC Management Committee. This CLCMC consists of 21 members, among them 4 women. They are as following:

- Mr. Luu The Binh - a person who is in charge of socio-cultural life of the village
- Mr. Bui Cong Minh - a person who is responsible for Continuing Education in the village
- Mr. Bui Dinh Huong - a person who is in charge of education
- Ms. Le Thuy An - a teacher
- Ms. Doan Thi Bich - the principal of primary school
- Mr. Do Ba Tuan - the principal of lower secondary school
- Mr. Bui Duy Than - Head of youth union
- Ms. Bui Thi Huong - the president of women’s union
- Mr. Nguyen Van Chuong - Farmer’s association representative
- Mr. Bui Than Van - Representative from elder association
• Mr. Bui Phu Minh - from healthcare centre,
• Mr. Pham Van An - an agriculture extension officer
• And 9 heads of 9 hamlets

6. **The activities conducted by CLC since the beginning and the current activities**

**The activities in the past:**

- Conducting propaganda activities on CLC for all people in the village and representatives of different line agencies and mass organizations;
- Organizing training courses for CLC staff (about 60 instructors/facilitators, volunteers teachers) by specialists from Research Centre for Literacy and continuing Education and Education Professionals from province;
- Conducting need assessments to develop an appropriate programmes for CLC;
- Running literacy class for 15 people from 15-35 year old;
- Organizing 3 equivalency classes for 80 adolescent and village’s cadres;
- Organizing short term training courses and talks on agriculture and various topics related to the health, sanitation, environment protection and laws and so on for 682 villagers and cadres from 9 hamlets and different mass organizations in the village;

**The current activities:**

- Continuing to promote propaganda activities on CLC for all people in the village and representatives of different line agencies and mass organizations;
- Strengthening and upgrading the library of CLC and encourage villagers to come to read every day;
- Organizing equivalency class with 4 subjective (literature, history, biography and geography) for 40 village’s cadres (3 days/week) and one equivalency class of 46 weeks with 7 subjects for 25 adolescents;
- Providing a course of 300 hours of basic literacy for 10 disabled children;
- 57 training courses on 12 various skills and such as on agriculture, animal raising, introducing alternative income generating activities with high economic efficiency - fruit planting (Litchi, orange,
mandarin). The other talks have been also conducted such as family planning, personal hygiene, environment protection, laws and so on;  
- Organizing 11 community activities such as various meetings, discussions, cultural and sport activities;  
- Opening the CLC library-reading room every day.

7. **The income-generating activities for CLC sustainability:**

This CLC has just begun income-generating activities for its self through fish rising and vegetable planting

8. **Problems and issues:**

- The CLC is not able to serve all people in the village because there are many people in this village (about 10,000)
- Difficulty in finding a pad and full-time Facilitator/organizer for CLC;
- The local people have no experience in managing CLC themselves. The capacity of CLC personnel is limited;
- Not all people know well about CLC functions and the importance of CLC for their quality of life as well as for the community development;
- The reading materials in a library are still poor and not appropriate to the needs and limited reading skills of the most people;
- Financial difficulties, especially in the first 3 years for paying organizers and for organizing CLC activities;
- The linkage between CLC and other line agencies is still poor;
- The community participation and ownership are still limited;

9. **The place of Viet Thuan CLC in the village**
10. **Layout of Viet Thuan CLC**