

Community Learning Centres in China





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Implementation Partners

The partners of UNESCO Beijing Office to implement CLC Programme in China are the Ministry of Education of People's Republic of China, Chinese National Commission for UNESCO, UNESCO Category II Centre for Rural Education (INRULED), China Adult Education Association (CAEA) and Provincial Adult Education Bureaus and private sector. The organizations are committed to strengthening inter-sectoral collaboration in the CLCs in China.

Overview of CLCs

The Community Learning Centre (CLC) Programme was launched by UNESCO in 1998 in the framework of the UNESCO Asia-Pacific Programme of Education for All (APPEAL). Community learning centres (CLCs) are local educational institutions, usually set up and managed by local people to provide various learning opportunities and skills training with the support of the government, NGOs, and private sectors. CLCs can provide literacy, post-literacy, life and vocational skills, adult education, education for disadvantaged groups (such as women, people with disabilities), knowledge of protecting the environment and heritage, survival skills for the elderly and so forth. The learning programmes in CLCs vary according to local needs and contexts in each country. As part of UNESCO centres, CLCs in China are supported by governments at all levels.

The purpose of CLCs is to promote human development by providing opportunities and skills training for lifelong learning to people of all ages in local communities. CLCs support empowerment, social transformation and improvement of the quality of life. They are established by the communities and for the communities themselves. CLCs reach out to a broad range of beneficiaries, such as early childhood, pre-school children, out-of-school children, women, youth, the elderly, people

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with disabilities. CLCs are also critical aspects of delivering quality skills and lifelong learning programmes at the country level.

The CLC programme implementation is aligned with the Belém Framework for Action adopted at the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009 and the Marrakesh Framework for Action adopted at the Seventh International Conference on Adult Education (CONFINTEA VII) in 2022, which provided strategic directions for the global development of adult education within the perspective of lifelong learning and recognized the critical role of CLCs in lifelong learning, aligned with UNESCO's global strategy and SDG4 priorities.

UNESCO implemented the Community Learning Center programme in China in 2003, targeted community-based non-formal education delivery mechanism, in partnership with the Ministry of Education of People's Republic of China, Chinese National Commission for UNESCO, China Adult Education Association (CAEA), UNESCO Category II Centre International Research and Training Centre for Rural Education (INRULED), etc. 51 rural CLCs and 33 urban CLCs have been established in China as of 2022. Community Learning Centres are imperative for the achievement of quality education and skills development, to contribute to alleviating poverty, promoting learning cities, and to building equitable, sustainable and knowledge-based societies.



The CLC programme in rural and urban areas in China has fully aligned with SDG 4 and all other Sustainable Development Goals (SDGs), Education 2030 Framework for Action, the United Nations Sustainable Development Cooperation Framework (UNSDCF) for China, China 14th Five Year Plan (2021-2025), 2035 China's Education Modernization Plan, and Rural Revitalization. The CLCs in China create multi-purpose community learning spaces and improve access to education based on local needs, which has been helping people in rural and urban areas to lift themselves out of poverty and participate better in society. The CLCs have equipped rural and urban populations with relevant skills corresponding to local job market needs, providing them with necessary learning opportunities in transferable skills, and enabling them to be more adaptable to the fast-changing labor market.

In China, the CLCs are increasingly providing a holistic platform for inter-sectoral cooperation. The adoption of the “Ningbo Consensus” in 2022 by the CLC stakeholders took the first step towards the consolidation of inter-sectoral collaboration between Education and Culture by community-based learning within the framework of UNESCO's global strategy.



The CLCs play a leading role in promoting educational and cultural programmes with coordinated approaches to generate a broad, participatory and committed local community. The rural and urban CLC network in China serves for exchanging views and sharing best practices, as well as facilitating dialogues, capacity building and knowledge sharing.

The community-based learning empowers learners of all ages with the knowledge, skills, values and attitudes to address the multiple global challenges in accord with Education for Sustainable Development (ESD) and facilitate Global Citizenship Education (GCED) by engaging individuals through changing their mindsets from thinking for themselves to working for the benefit of the wider community. The CLCs targeted all the sectors, such as education, culture, agriculture and health. The CLCs promote Flexible Learning Strategies (FLS) and cover a variety of educational programmes including ecological education which enhances ecological literacy and understanding in the context of climate change, in alignment with Chinese government's strategy of building a “beautiful China” and promoting eco-civilization.

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CLCs also play a constructive role in exploring diverse educational recovery paths to counter the disruption of the COVID-19 pandemic. They contribute to community governance, lifelong learning, poverty alleviation, innovative learning, talent development and improving people's livelihood thrust through cultivating a healthy and resilient system. CLCs are one of the drivers of inclusion and sustainability by empowering individuals and effecting a transition to sustainable societies.

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Aim and Objectives of CLCs

Aim

To empower people of all ages in the rural and urban communities with knowledge, skills, and values for prosperity and sustainable development

Objectives

- ◆ To equip youth and adults in rural and urban areas with knowledge, skills, and values for addressing local and global challenges and adapting to the fast-changing world
- ◆ To align with government strategy for rural revitalization and eco-civilization
- ◆ To contribute to poverty alleviation and improving people's livelihood by empowering local communities in rural and urban areas
- ◆ To provide lifelong learning opportunities to people of all ages in rural and urban communities
- ◆ To provide a holistic platform for inter-sectoral cooperation

Core Activities of CLCs

The core activities organized in the rural and urban CLC in China aim to provide formal, non-formal, and informal learning for people of all ages. The community itself can select activities based on the needs and problems identified by community members. The CLC training programmes are also aligned with the Chinese government's policy and strategy, such as rural revitalization, eco-civilization, 2035 China's Education Modernization Plan, strengthening cultural confidence, and building a beautiful China.

UNESCO had generally classified CLC activities into the following categories (for more details, please see CLC handbook):

◆ Education and training

CLCs are excellent platforms for the local communities to ensure that all the youth and adults achieve literacy and numeracy in the spirit of SDG 4, Target 4.6. Community-based learning empowers learners with the knowledge, skills, values and attitudes to address the multiple existing global challenges in accord with Education for Sustainable Development (ESD) and facilitate Global Citizenship Education (GCED) by engaging individuals through developing a community perspective. People can learn things from a variety of sources: teachers, trainers, special resource persons, training courses, neighbours, friends, or from neighbouring communities through observation or study tours.

◆ Vocational skills training

CLCs promote capacity-building for Technical and Vocational Education and Training (TVET) by providing community learning spaces and resources. People can improve their vocational skills through learning from community resources, special resource persons, and various education media, as well as through actual work in the communities. Agricultural skills play a critical role in rural revitalization and poverty alleviation.



◆ Agricultural skills training

CLCs can play a critical role in providing people with agricultural information or knowledge, agricultural skills training and innovative agricultural models, to enhance agricultural production, generate income, increase employment and improve people's livelihood, which is aligned with the rural revitalization and poverty alleviation strategy. CLCs empower people to be more competitive in the agricultural sector and quickly adapt to local needs. Furthermore, the agricultural



skills training programmes can introduce the skills of reducing the use of pesticides and fertilizers to promote sustainable agriculture and protect the rural environment.

◆ **ICT skills training**

Information and Communication Technology (ICT) can complement, enrich and transform education and training for the better and accelerate the adaption to the fast-changing world. CLCs promote IT skills training and access to ICT education by implementing community development activities and facilitating the distance-learning during the COVID-19 pandemic. Moreover, CLCs can help the elderly population find useful information on the Internet and overcome the difficulties or constraints with the assistance of ICT skills to promote active ageing and help the elderly to live their lives in dignity.



◆ **Information services**

People in the community can engage in life-long learning activities any time they wish. These activities can include reading books from public libraries, visiting exhibitions, watching displays, scanning the community bulletin board, listening to radio programmes, watching satellite television programmes or searching the Internet for information.

◆ **Health and hygiene**

People can be equipped with knowledge and skills of health and hygiene in CLCs, and strengthen community well-being by remaining healthy. CLCs can be the places where people learn about disease prevention, basic hygiene and better nutrition. CLCs deliver health information and promote health awareness. They can also contribute to the prevention of the COVID-19 pandemic and propose countermeasures to combat the spread of the pandemic.



◆ **Recreation**

People can engage in a variety of activities to improve their minds and bodies. These activities include physical exercise, sports competitions, dancing, singing, drama, drawing, playing instruments and flower decoration, all of which aim to build up unity among community people as well as with other nearby communities.



◆ Culture

CLCs provide a holistic platform to strengthen the relationship between education and culture among the communities. Integrating culture into community-based learning can foster an appreciation of cultural diversity as a positive force in today's multicultural societies and make constructive efforts to preserve cultural heritage and facilitate cultural transmission. The wise elderly and local experts can pass on their specific expertise and wisdom to the next generation, such as expertise in art, traditional music, traditional dance, crafts, weaving, embroidery, which can contribute to the sustainable lifelong education of the people by making use of already existing knowledge in the communities.



◆ Climate Change and Environmental Education

CLCs can equip people in the communities with knowledge and understanding to build greener communities and societies, such as education for climate change, water education, protecting the natural reserves, parks and protected areas, nature conservation, disaster risk reduction, renewable energy, green skills, which is aligned with Education for Sustainable Development (ESD) and Chinese government's strategy of building a "beautiful China" and promoting eco-civilization.

◆ Quality of life improvement

CLCs provide a holistic approach to enhance life quality and promote equality. Some community members, especially the disadvantaged groups, can organize themselves into small groups in order to receive knowledge useful to their own special needs, as well as explore various means to acquire equal status and equal rights. These groups include women, youths, the elderly, ethnic minorities and people with disabilities.

Resources from UN Agencies

◆ The United Nations Sustainable Development Goals (SDGs)

<https://sdgs.un.org/goals>

◆ International Labour Organizations

<https://www.ilo.org/global/lang--en/index.htm>

◆ UN Environment Programme (UNEP)

<https://www.unep.org/>

◆ Food and Agriculture Organization (FAO)

<https://www.fao.org/home/en/>

◆ World Health Organization (WHO)

<https://www.who.int/>

◆ United Nations Industrial Development Organization (UNIDO)

<https://www.unido.org/>



UNESCO Platforms for CLCs

The various UNESCO platforms can empower CLCs with resources, best practices and guidance in Education, Culture and Science for local adaption. The following links will guide you to the specific resources.

◆ Education for Sustainable Development (ESD)



<https://en.unesco.org/themes/education-sustainable-development>

◆ UNESCO Institute for Lifelong Learning



<https://uil.unesco.org/>

◆ TVET and UNEVOC-network



TVET

<https://en.unesco.org/sites/default/files/tvet.pdf>

UNESCO-UNEVOC

<https://unevoc.unesco.org/home/>

◆ Global Citizenship Education (GCED)



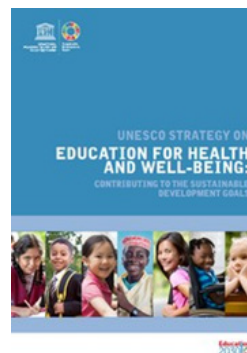
<https://en.unesco.org/themes/gced>

◆ UNESCO Global Network for Learning Cities



<https://uil.unesco.org/lifelong-learning/learning-cities>

◆ Education for Health and Well-being



<https://en.unesco.org/themes/education-health-and-well-being>

◆ UNESCO World Heritage Centre



<https://whc.unesco.org/en/>

◆ World Heritage in Young Hands Kit



<https://whc.unesco.org/uploads/activities/documents/activity-54-16.pdf>

◆ Man and the Biosphere (MAB) Programme



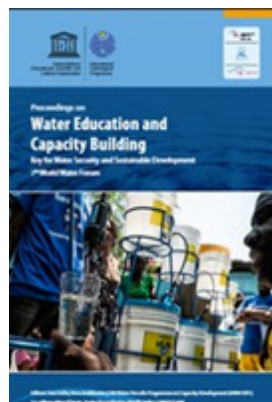
<https://en.unesco.org/mab>

◆ List of World Heritage and Intangible Heritage in China



<http://whc.unesco.org/en/statesparties/cn>
[https://ich.unesco.org/en/lists?text=&country\[\]=00045&multinational=3&display1=inscriptionID#tabs](https://ich.unesco.org/en/lists?text=&country[]=00045&multinational=3&display1=inscriptionID#tabs)

◆ Water Education



<https://en.unesco.org/themes/water-security/hydrology/water-education>

◆ World Network of Biosphere Reserves

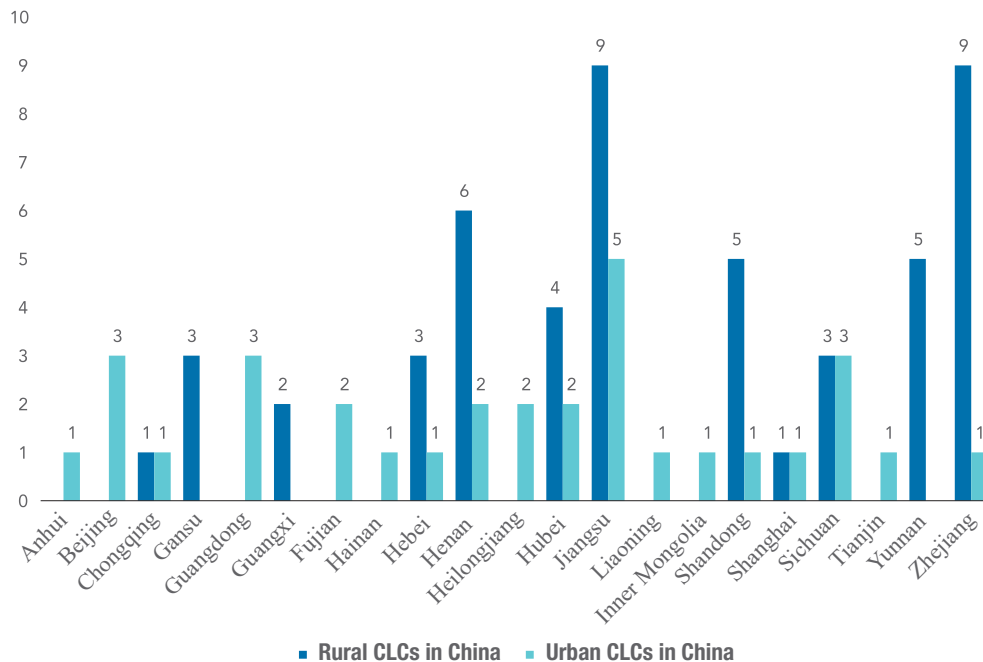


<https://en.unesco.org/biosphere/wnbr>

Resources from Government Ministries of People's Republic of China

Ministry of Education	http://www.moe.gov.cn/
Ministry of Culture and Tourism Ministry of Science and Technology	https://www.mct.gov.cn/ http://www.most.gov.cn/index.html
Ministry of Industry and Information Technology	https://www.miit.gov.cn/
Ministry of Ecology and Environment	http://www.mee.gov.cn/
Ministry of Natural Resources	http://www.mnr.gov.cn/
Ministry of Agriculture and Rural Affairs	http://www.moa.gov.cn/
Ministry of Housing and Urban-Rural development	https://www.mohurd.gov.cn/
National Health Commission	http://www.nhc.gov.cn/
National Development and Reform Commission	https://www.ndrc.gov.cn

The Location of CLCs in China



Appendix

Rural CLCs in China

Chongqing Jiangjin District Shuangfu Adult Education School

Gansu Tianzhu County Shimen Community Learning Center

Gansu Zhenyuan County Fangshan Town Shibaxian Community Learning Center

Gansu Lanzhou Yuzhong County Xiaguanying Town Community Learning Center

Guangxi Longsheng Various Nationalities Autonomous County Community Learning Center

Guangxi Lingshan County Fozi Town Teaching and Learning Center

Hebei Shijiazhuang Luquan District Tongye Town Adult School

Hebei Pingshan Town Adult School

Hebei Tangshan Fengrun District Xinjuntun Town Adult School

Henan Xinzheng Chengguan Town Adult School Henan Zhenping County Yangying Town Adult School

Henan Tangyin County Baiying Town Adult School

Henan Luanchuan County Heyu Town Adult Education School

Henan Gushi County Zushimiao Town Adult Literacy and Technical School

Henan Kaifeng Xiangfu District Baliwan Town Adult Literacy and Technical School

Hubei Wuhan Xinzhou District Yangluo Street Community Education School

Hubei Enshi Tujia and Miao Ethnic Minorities Autonomous County Lichuan City Dongcheng Street Qiunantai Village Committee

Hubei Shiyan City Yunyang District Chadian Town Hanjiang Community Committee Hubei Wuhan Caidian District Daji Street Community School

Jiangsu Suzhou Wuzhong District Mudu Town Adult Education Central School

Jiangsu Nanjing Jiangning District Guli Subdistrict Community Education Center

Jiangsu Yixing Dingshu Adult Literacy and Technical School	Yunnan Shilin Yi Autonomous County Nanmen Community Learning Center
Jiangsu Yancheng Dafeng District Dazhong Town Community Education Center	Yunnan Kaiyuan Xiaolongtan Community Learning Center
Jiangsu Nantong Haian County Gaoxin District Community Education Center	Yunnan Xundian County Liushao Community Learning Center
Jiangsu Suzhou Fenhu Gaoxin District Adult Education Central School	Yunnan Shangri-la County Ren'an Community Learning Center
Jiangsu Kunshan Zhoushi Town Community Education Center	Yunnan Lancang County Huiming Town Mangjing Village Community Learning Center
Jiangsu Zhangjiagang Free Trade Zone (Jin Gang Town) Community Education	Yunnan Shangri-la County Ren'an Community Learning Center
Jiangsu Changzhou Xinbei District Chunjiang Town Community Education Center	Yunnan Lancang County Huiming Town Mangjing Village Community Learning Center
Shandong Junan County Shilianzi Community Education School	Zhejiang Deqing County Zhongguan Adult Literacy and Technical School
Shandong Qingdao Chengyang District Shangma Subdistrict Adult Education Center Shandong Jinan Licheng District Liubu Town Adult Education Center	Zhejiang Hangzhou Xiaoshan District Daicun Town Adult Literacy and Technical School Zhejiang Cixi Zhouxiang Town Adult Literacy and Technical Middle School
Shandong Jinan Gaoxin District Yaoqiang Adult Education Central School	Zhejiang Shaoxing Keqiao District Yangxun Adult Education Center
Shandong Zibo Linzi District Fenghuang Town Community Education Central School	Zhejiang Shaoxing Keqiao District Keqiao Adult Education Center
Shanghai Jiading District Adult Education College Shilin County Nanmen Community Learning Centre	Zhejiang Hangzhou Yuhang District Tangqi Town Adult Literacy and Technical School Zhejiang Ningbo Jiangbei District Cicheng Town Adult Literacy and Technical Middle School
Sichuan Chengdu Wenjiang District Wanchun Town Community Education School	Zhejiang Hangzhou Fuyang District Huyuan County Adult Literacy and Technical School Zhejiang Hangzhou Fuyang District Huyuan Traditional Paper Making Training Center
Sichuan Pujiang County Ganxi Town Community Education School	
Sichuan Chengdu Shuangliu District Yongan Town Community Education School	

Urban CLCs in China

Community Education College of Jiagdaqi District, Heilongjiang	Hefei Community University, Anhui Mianyang Open University, Sichuan Nantong Open University, Jiangsu Ningbo Open University, Zhejiang Open University of Harbin, Heilongjiang
Community Education College of Jinjiang District, Chengdu, Sichuan	
Community Education College of Wuchang District	Shenzhixun Vocational Training School, Bao'an District, Shenzhen, Guangdong
Community Education College of Yuzhong District, Chongqing	Shijiazhuang University of Applied Technology, Hebei
Community Training College of Jianye District, Nanjing, Jiangsu	Shunde Polytechnic, Guangdong Tianjin City Vocational College
Community Training College of Wujiang district, Suzhou, Jiangsu	



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