

**Summary**  
**On**  
**Angkor CLC Project**

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NFUAJ Cambodia Office

## **Introduction**

In year 2006, The National Federation of UNESCO Associations in Japan (NFUAJ) implemented the World Terakoya Movement (WTM) in Cambodia in order to take part in the global movement to achieve Education for All (EFA) and Millennium Development Goals (MDGs) through developing the work of Non-Formal Education in Siem Reap province, to spread it out throughout Cambodia as the model.

By 2010, the NFUAJ modified the project name “*The Angkor Community Learning Center*” (ACLC) in order to provide multi-functional non-formal education program through the community based learning center and other integrated economic and social development program at the grass-roots level.

This community based learning center is regarded as - a local place of learning outside the formal education system, set up and managed by local people for local people’. These multi-functional activities covered various types of non-formal education and vocational skill training for the sake of improvement of the quality of rural people’s lives. This project also aimed at providing capacity development to all targeted stakeholders and its structures to effectively and efficiently plan, implement, monitor and evaluate, and manage the CLCs and its multi-functional activities in order to develop and experiment necessary procedures, guideline and models for future replications and expansions.

By now, the National Federation of UNESCO Associations in Japan (NFUAJ) implemented the Angkor Community Learning Center where 16 CLCs have been established as models for Cambodia. A CLC model was developed and implemented under the project agreement framework which was defined as one CLC in one district in Siem Reap province and that the Ministry of Education Youth and Sports shall continue to modify, replicate, and expand the models for the country-wide with the commitment of one CLC in one commune

## **What CLC is defined in the Angkor CLC project?**

CLC is regarded as local learning institution outside the formal education system. It is set up and managed by local people with the purpose of providing various learning opportunities for community development and improvement of people's quality of life. It is aimed at:

- Provide windows (approach) for lifelong learning for the marginalized, vulnerable, and disadvantaged community people at grassroots level.
- Provide Second Chance of Education
- Empower the communities to be self-reliant and sustained.
- Provide an open space and facilities for all for learning society, and community development with integrated resources allocation and interventions.

It is attributive as:

- Be contextual
- Be cultural
- Be diversified
- Be transformational

## **Functional Activities:**

- Main focus on basic education and literacy as a concrete delivery mechanism in the EFA.
- Vocational Skills and Income Generation
- Other life-skills learning such as health care, hygiene and sanitation awareness, gender awareness, natural resource and environment awareness, agricultural activities...
- Partnership with different sectors to promote lifelong learning activities and learning society
- Sustaining income generation program is a challenge in CLC to link with market demand.

## **1. Sustainable CLC Development and Management**

Through the development of CLC as a lifelong learning center, people in communities access to basic education starting from literacy education, primary education equivalency program, scholarship program, community kindergarten program, community library, and come to be able to enrich the quality of their lives through income generation activities. In order to sustain CLCs, NFUAJ Cambodia in cooperation with the MoEYS, introduced some strategies for project implementation. These strategies are summarized as follows:

### **(1) Institutionalizing CLCs as a community based learning and developing**

- Promote long term development of the multi-functional CLC activities that play a linking role for and between the CLCMC and community development.

- Focus on community's organization as a mean to continue and maintain activities for sustainable development.
- More conscious and deliberate effort is to provide access to basic education and promote life skills that empower learners and lead to more active citizens in the life of society.

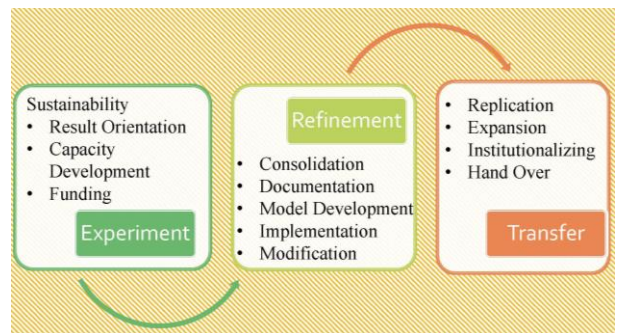
## (2) Developing Capacity of the CLC management structures and Stakeholders

- Enable CLC activities to cope with changing need.
- Focus on development of training materials/guidelines.
- Official and on-job-training – be mainstreamed into CLCMC management structure and transfer of ownership to CLCMC to manage CLC activities.
- Exchange visit, cross-district and province study tour, reflection meeting and workshop for both CLCMC and NFE officials.

## (3) Establishing Financial Independence

### *Strengthening CLCMC to mobilize resources for CLC development*

- NFUAJ funding as a start-up program (Fund Allocation) with supporting stages and exit strategy for sustainable CLC.
- Local Contribution as part of project cost.
- Funds from donation, and profits from IGP, IOs or NGOs.
- Initiate through traditional and cultural events...
- Localize resources (Software and Hardware).
- Extend more networking and cooperating for technical support from sector.



### *Initiate NFUAJ investment to create more incomes for increasing CLC capital through income generation program.*

- Identify appropriate sustainable income generation possibilities relevant to the needs of the target group and available local resources.
- Increase technical and business skills in targeted groups so that they can participate in the CLC sustainable development.
- Select profitable IGP activities which are complementary to literacy education and responsive to the need and priority of the community.
- Minimum package to start up the lives of stakeholders and to break the cycle of poverty

## 1.1 Construction of Community Learning Centers and Providing Basic Facilities

NFUAJ constructed 16 CLCs. These CLCs constructed based on the CLC building design and standard model developed by the MoEYS with most inputs from the NFUAJ supported CLC model. Therefore. All these CLCs were equipped with basic equipment, furniture, and necessary materials in order to ensure the long-run operation and management of the CLC.



## 1.2 Establishment of Management Structure

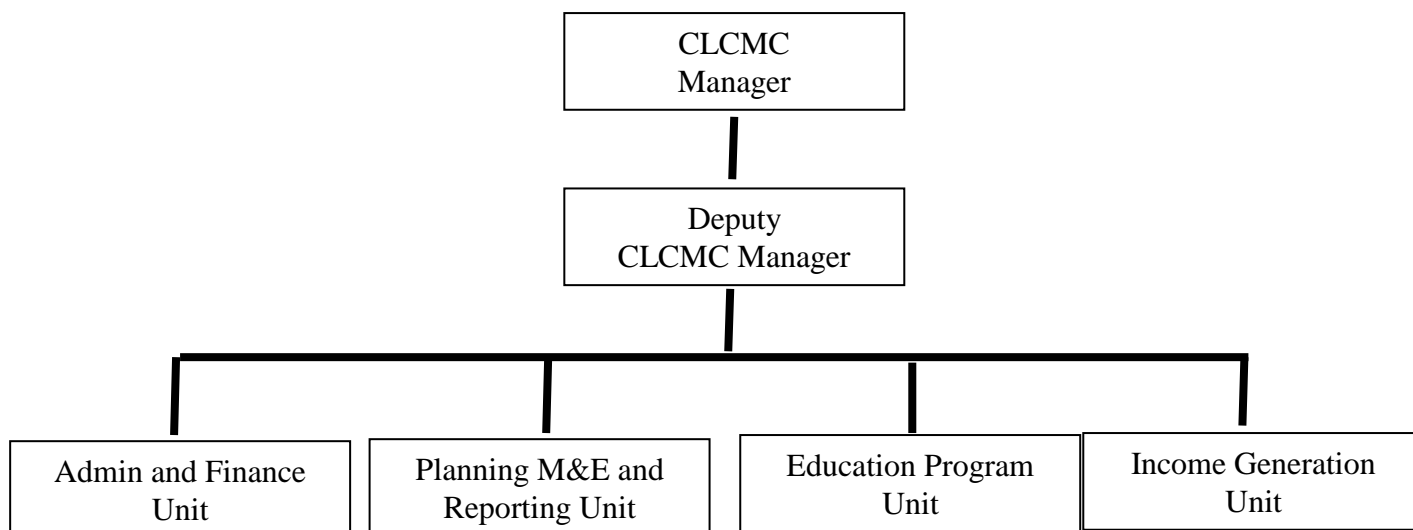
Sustaining the CLC, one of the key factor is to have a good management structure in order to manage the CLC effectively and efficiently. This structure is important to ensure the day-to-day affairs of the CLC and the regular opening of CLC. Therefore, the management structure must perform the task in a transparent and accountable manner in order to build trust for the community and thereby promote community participation and ownership.



By understanding this important aspect, NFUAJ established the CLC Management Structure through a fair and free election following the democratic process where community members enjoy their rights to vote for 12 members to form the CLC management committee in each CLC. Therefore, rather than established the management committee, a clear role and responsibilities were defined for each member of the management structure in order to ensure smooth operation and management of the CLC. In addition, these management structure were oriented on roles and responsibilities, and trained on related skills to perform the work. They are working on a voluntary basis.

## Management Structure Organigram

The CLCMC management structure composed of CLCMC manager, one deputy, four chief of unit, and members responsible for each project or program



### Main Roles and Responsibility of CLCMC

The CLCMC takes certain role and responsibility as follows:

- Planning
- Overall Management
- Resource Mobilization
- Coordination and Partnership
- Monitoring and Evaluation of CLC activities.
- Reporting CLC activities

### 1.3 Coordination, Collaboration, and resource mobilization

CLCMCs make most to mobilize more resources through promoting the collaboration and partnership with all involved development agencies through CLC facilities. CLCs become most popular for NGOs and development agencies to use as a venue for training, workshop, meeting, and other gatherings and exchanges. Certain activities and interventions were allocated to the communities through CLCs in term of gender awareness and education, law and rights advocacy, agricultural activities, health care awareness, hygiene and sanitation, environment and natural resource management, climate changes, drug prevention awareness and education.... The activities were allocated directly and or indirectly to the community through CLCMCs at respective locations where they have been implemented their projects.

## 1.4 Financial Management

NFUAJ Cambodia considered financial independence of community learning center management committee (CLCMC) is crucial for sustainable community learning center. Therefore, most projects are profitably defined and invested in order to increase the capital of CLCMC. Cashes are more or less depends on the cash collection from a returning loan and interest made by the loaners and or community members. These balances will be used by CLCs as necessary to develop more projects to increase the investment and capitals at each CLC. CLCMCs were strengthened to properly manage accounting including project inventory and investment that have been supported by NFUAJ and other donors. Rather cash in hand, some investments have been made to CLC for different projects. These projects being carried out by CLCMCs with the community members' participation.



Therefore, as defined in the CLC financial guideline, each CLC prepares the project proposal as identified by the CLCMCs with participation from the community members and submit to NFUAJ for funding support. This support is based on IPF approach. Approximately USD 8,000 as annual indicative figure allocation to each CLC to formulate plan and project proposals with clear priorities and needs as raised by the community. The allocations are made based on the following formula:

- Basic allocation ( each CLCMC receives the same budget) plus
- Population & poverty (CLCMC community size &condition of social economic situation).
- High illiteracy and drop-out rate.
- Age of CLCMC (old CLCMCs receive less allocation while new CLCMCs receive more...)

### **This strategy aims at:**

- Strengthening the demand responsiveness of NFUAJ funding in relation to the CLC communities' priorities.
- Improving analysis to set priorities before resource allocations.
- Formulate CLCMC planning for NFUAJ resources and others
- Improving participation and consultations within CLCMCs and other donor on the key priorities identified by the CLCMC related to NFUAJ policy framework.
- Transferring ownership to CLCMCs.

## **Criteria for Allocation**

- Poverty Alleviation
- In line with NFUAJ policy framework
- Responsive to community needs and priorities but maximize socio-economic benefits for education program
- Cost effective and less depend on external
- Capacity, Ability & Commitment of CLCMC
- Linkage and Partnership with other projects (Partnership with other project? Value added and complementary to others?)
- Standardized allocation is made based on the age of each CLC.

### **1.5 Capacity Development**

Through the training, workshops and meetings, people in communities have been able to gain skills and knowledge on how to establish and manage the CLC with full use of their resources. At the same time, we have also supported DoEYS to improve their skills and knowledge on how to support the CLC in its establishment and management, how to expand the CLC.

## **2. Providing Basic Education**

NFUAJ cooperated with Ministry of Education, Youth, and Sports through the provincial education structures to implement the education program in order to pursue EFA goal. These education programs focused on literacy, primary equivalency, scholarship, community kindergarten, and community library program. All education programs conducted at both CLCs and satellite CLCs and are managed, implemented, monitored and evaluated by the CLCMCs

**Literacy Program** is part of non-formal education can refer to education and training provided outside the formal schooling system, for adults and youth mainly over 15 years of age, but sometimes younger. It aims to provide complementary primary-level education, and acquisition of new and updated knowledge and skills that has tremendous impact on social development.

**Equivalency program** aims at providing opportunity to the dropped out children due to hardship and poverty, to return to school. The equivalency classes were held at the community learning center under specific and accelerated learning curriculum with only two year program to finish the primary school and that learners can continue at the lower secondary school within



his/her age. It is mainly aimed at bringing drop-out children who aged from 10-16 years olds to return to learn at CLC. The curriculum and contents are very intensive as it is an accelerated program to fast-track the school academy from six years to two years. This is to ensure that the dropout students could access school ages at the lower secondary school.

**Scholarship Program** is a new piloted program aiming at bridging up the CLC graduates to the lower secondary school in consistence with the Cambodia Millennium Development Goals (CMDG) and EFA goal to access basic education at least at grade 9. In this regard, most efforts were to get scholarship program done in an effective and efficient manner with proper administration and management of the program. The scholarship is primarily schemed for the learners who graduated from the equivalency classes at CLCs and that for those who are poor and vulnerable with strong commitment.

**Community Kindergarten Program:** is for children in the year prior to starting primary school. Kindergarten aims to provide a quality program based on play, enabling children to develop social, emotional, cognitive and physical skills which in turn will prepare them for their educational life. However this kind of program is not practically existed at the community level in Cambodia. Therefore NFUAJ Cambodia supported the community kindergarten program at the community learning center. The community kindergarten is taught by the community people, organized and managed by the CLCMC.

**Community Library:** It is set up in each community learning center with the purpose of bringing together the records of the past and to house them in buildings where they are preserved for the use in the future. It is viewed this community library as a center of learning, community building, and sense of civic pride. Under NFUAJ support, main activities of the community libraries are: reading, origami, drawing, singing, and telling story.

### 3. Generating Incomes for Sustainable Development of CLCs

Most areas of economic activities in Siem Reap, are currently under capitalized and in poor repair. The lack of capital and savings has encountered a huge shortfall in a new productive investment in the rural areas – most particularly in the CLC target zones. Opportunities for substantial improvements in productivity abound in the certain areas which can be featured certain IGP activities as identified by the communities themselves.

So far, NFUAJ implemented variety of income generation program as identified by the CLCMCs with participations of the community people. These activities are as follows;

**Micro Credit** This project aims to contribute to community development. Micro-credit in CLC included Self Help Groups, Rice Banks and Micro-loan. With this mean, community people can use low interest from CLC or the group itself, while borrowing from traders would pay much higher interest.

**Self Help Groups** are formed from 10 or 11 members in one group. They regularly save money and only the members of the group can borrow money. Month by month, the group capital increased from this savings that enables the group to increase the loan to other members. The members get this loan for running their small business at the community.

**Rice Bank** Activity was carried with support from NFUAJ in term of storage and rice capital to start up the activities. The CLCMC and community members contribute rice. Those who contributed rice will be the members and allowed to borrow rice. The poorest are prioritized. Within this project, the amount of rice has been increasing year by year.

**Handicraft:** In rural area, wives stay at home and take care of children. Income is mainly from husband. Therefore, lives depending on husband's earning are vulnerable. Handicraft is implemented in order not only to raise women's job and increase income in their families, but also to make an effective use of local resource in community. Handicraft is different from one CLC to another.

