1. Establishment and expansion of CLCs in the country – 1½ pages

The first CLCs were established in 1994 in three provinces (Siem Reap, Battambong, Kandal) with the joint support of UNESCO Phnom Penh Office and the National Federation of UNESCO Associations in Japan (NFUAJ). The Non-Formal Education Department (DNFE) then initiated a pilot project from 1999 to 2001 in another three provinces (Takeo, Kampong Speu and Kampong Thom) under the APPEAL CLC support in the region. DNFE took over the project and the support to CLCs has expanded year by year.

1.1. National policies and strategies of CLCs

Various government official documents highlight the importance of CLCs and its contribution in achieving EFA.

- **Education Strategic Plan (ESP) 2009-2013** includes an expansion of Non-formal Education as one of the sub-programmes to ensure equitable access to education services (ESP Policy 1) and to improve quality and efficiency of education services (ESP Policy 2) to achieve EFA. It also set the two national targets related to CLC: (1) The number of youth and adults in literacy, life skill and income generation programmes is maintained at 60,000 annually until SY 2013-2014, (2) The number of CLCs will increase from 40 in SY 2009-2010 to 90 in SY 2013-2014.

- **Annual Operation Plan 2011** which is a detailed plan to realize ESP allocates R665m ($166,250) and R3,954m ($988,500) to achieve (1) and (2) respectively.

- **MoEYS** also set **The National Policy on Non-formal Education** in 2002 and it stipulates:

  - “The Ministry of Cult and Religions shall co-operate with the two sects of Buddhist leaders, lay monks, nuns and priests to urge them to be involved in educating people through preaching, campaigns at the pagodas or during religious festival times about the usefulness of knowledge and help them to organize libraries, reading rooms, classrooms and CLCs in each pagodas and participate in teaching or training according to their availability and capacity”.

  - “The MoEYS shall provide opportunities for communities to participate in establishing literacy classes, post-literacy classes, complementary classes, vocational skill training classes, CLCs, reading rooms, and libraries etc.; especially, it must be responsible for advising, facilitating and cooperation and expanding teachers’ capacities”.

- **National Action Plan for Non-formal Education 2008-2015** says “CLCs are the places to provide education and various information of community development from the external world in order to meet the needs of people, out-of-school youth and adults”. It also aims “Each commune has a CLC”.

- High officials of MoEYS have reiterated at various occasions **that “all communes should have one or more CLCs”**.

One of the challenges of the country is to review these policies and guidelines in the past and develop an updated comprehensive CLC policy and strategy with a clear CLC vision based on evidence based
data to meet the needs of the marginalized. DNFE plans to organize a national workshop under the CapEFA support to discuss visions and actions of the country.

1.2. Objectives and target groups of CLCs

“CLCs are the places to provide lifelong learning services to community people, out of school youth and adult through various NFE programmes, including functional and post literacy, equivalency, income generation and parental education for early childhood care and development (NFE National Action Plan 2008-2015).”

Specific objectives of CLC mentioned in the NFE National Action Plan 2008-2015 are:

- Provide knowledge and simple skills to community people,
- Provide information and experiences,
- Reduce poverty,
- Provide with understanding of human rights, democracy, gender equity, agriculture, health and sanitation and of citizens’ duties for the people to take advantage of existing resources in their communities by adapting and modifying these resources as various materials for generating their income.

The recent CLC guideline developed in 2011 highlights that CLC’s priority should be given to a simple vocational skill training for income generation, targeting 1) community people who can read and write (15 to 45 year old), and 2) neo-literate, the disadvantaged, the disabled, ethnic minorities and females.

The main objective of the NFUAJ’s CLC is to provide learning opportunities for the youth and adult who cannot access to formal school system. CLCs are set up and managed by the local people to provide various learning opportunities and multi-functional activities for community development and improvement of people’s quality of life.

1.3. Number of CLCs (please fill in the table below. If necessary, modify the table)

<table>
<thead>
<tr>
<th>Year</th>
<th>CLC</th>
<th>Number of Literacy Classes</th>
<th>Number of Libraries and Reading Rooms (Post-literacy)¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government</td>
<td>NGO/others</td>
<td>Government</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td>Reading room</td>
<td>Library</td>
</tr>
<tr>
<td>2006</td>
<td>57</td>
<td>N.A</td>
<td>3,600</td>
</tr>
<tr>
<td>2007</td>
<td>85</td>
<td>N.A</td>
<td>1,593</td>
</tr>
<tr>
<td>2008</td>
<td>114</td>
<td>N.A</td>
<td>1,605</td>
</tr>
<tr>
<td>2009</td>
<td>154</td>
<td>N.A</td>
<td>1,655</td>
</tr>
<tr>
<td>2010</td>
<td>217</td>
<td>25²</td>
<td>1,092</td>
</tr>
</tbody>
</table>

¹ Reading room is a smaller room than a library with the limited numbers books.
² The number of CLCs run by NGOs which DNFE could access. NFUAJ supports 7 CLCs in 2010 and 9 CLCs in 2011 in Siem Reap.
1.4. Types of activities taking places at CLC  (if you have government/NGO supported CLCs in your country)

<table>
<thead>
<tr>
<th>#</th>
<th>Lesson, Training, Activities at CLC</th>
<th>Please tick!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literacy</td>
<td>✔</td>
</tr>
<tr>
<td>2</td>
<td>Post literacy (=library/reading room in government CLCs)</td>
<td>✔</td>
</tr>
<tr>
<td>3</td>
<td>Non formal Basic Education</td>
<td>✔</td>
</tr>
<tr>
<td>4</td>
<td>Technical, Vocational, Income generation</td>
<td>✔</td>
</tr>
<tr>
<td>5</td>
<td>Early Childhood Care and Education</td>
<td>✔</td>
</tr>
<tr>
<td>6</td>
<td>Equivalency Programme (Primary)</td>
<td>✔</td>
</tr>
<tr>
<td>7</td>
<td>Equivalency Programme (Lower/junior secondary)</td>
<td>✔</td>
</tr>
<tr>
<td>8</td>
<td>Equivalency Programme (Secondary)</td>
<td>✔</td>
</tr>
<tr>
<td>9</td>
<td>Community dialogue and meeting</td>
<td>✔</td>
</tr>
<tr>
<td>10</td>
<td>Others (Life Skills)</td>
<td>✔</td>
</tr>
</tbody>
</table>

2. Quality Assurance of programme delivery and learning achievements - 1½ pages

2.1. Quality Assurance System for CLC programme/Literacy programme delivery (M&E system, minimum standards, accreditation, etc.)

DNFE collects CLC data regularly once (or twice) a year (June and November) from each commune through District Office for Education (DoE) and Provincial Office for Education (PoE). The data includes number of CLCs and participants. In addition, DNFE also tries to collect qualitative data to identify strengths and weakness of the CLCs. DNFE plans to improve NFE-MIS system under the CapEFA implementation with the support of UNESCO. In addition, DNFE will conduct research with educational institutions to identify minimum standards or accreditation by exploring good practices of the CLCs under the CapEFA.

2.2. Quality Assurance /Certification system to assess learning achievements (minimum standards/benchmarks)

Same as above.
3. Decentralization and Management of CLC - 2 pages

3.1. Organization charts from the Ministry/district government to CLC

At central level, DNFE has 7 offices – Literacy, Post literacy (library), Complementary, NFE-MIS, CLC, Information and Administration. CLC office is responsible for skill training related interventions, but not for literacy and post literacy, which is a challenge of CLC management.

3.2. Decentralization of programme delivery and curriculum development

DNFE provides three days training on overall CLC concept and effective CLC management for CLC committee members and community people. CLC committee members then conduct needs assessment to identify what kind of skill trainings should be provided. Literacy textbooks were developed by DNFE and used at all the literacy classes, but curriculum of the literacy class is decided by teachers and participants of the literacy class depending on the needs of the community people.

3.3. Management of CLC

For the smooth operation and sustainability of CLC, two committees are established in the government supported CLCs: (1) CLC Management Committee, and (2) CLC Support Committee.

According the CLC guideline, the major roles and responsibilities of the CLC Management Committee are:
- Lead and manage for smooth and sustainable operation of CLC including management of CLC’s materials, finance, administration and security,
- Regularly communicate with community people, especially local authority,
- Collect data and information, and identify community needs for preparing CLC development plan and activities,
- Cooperate with a village chief to disseminate information,
- Monitor and evaluate of CLC programmes,
- Compile documents (regularly prepare monthly, quarterly, semester and annual reports of the activities and achievement) and send them to DOE,
- Organize meetings at least once per month and send to DOE.

DNFE aims to establish “CLC Support Committee” headed by the district governor in each CLC for mobilizing resources and monitoring and evaluation CLCs activities; however there has been a limited establishment.

NFUAJ strengthens its management capacity by organizing bi-monthly meetings among CLCs in the target areas to exchange information and experiences. Main objectives for the bi-monthly meetings are:

1. Updating the progress of CLCs.
2. Solving issues and addressing challenges:
4. Presenting short orientation/trainings to CLCMC members.

In addition to the bi-monthly meetings, monthly technical follow-up supports done by NFUAJ Cambodia and district NFE officers is critical to improve the performance of CLCMCs and to build capacity.

NFUAJ strengthens CLCMCs by defining clear roles and responsibilities of the CLCMC members:

1. CLC operation management
   - Administration
   - Accounting
   - M&E
   - Reporting
2. Project management
   - Education (literacy class, post-literacy class, community kindergarten, and community library)
   - Income Generation (Animal raising, Vegetable gardening, Handicraft, micro-credit, etc.)
CLCMC: (CLC Management Committee) is established by the community members under fair and free election with facilitation of NFUAJ, POE, and Local Authority. The major responsibility of the Committee is (1) to provide overall and day-to-day assistance for CLC operation, (2) assess and identify learning needs of the community people, (3) to mobilize necessary resources, and (3) to implement and evaluate learning programs.

UNITs: CLCMC members will be assigned to be chief of each unit under the CLCMC management line with clear role and responsibility. These units have been divided into two separate
components: (1) the CLCMC operation management (administration, finance/ accounting, M&E), and (2) CLCMC project management (education, income generation, and vocational training.)

4. ICT and NFE - 1 page

4.1. Cases: Use of ICT to improve CLC management, monitoring and its delivery

4.2. Cases: Use of ICT to improve learning of learners

The MoEYS set “Policy and Strategy on Information and Communication Strategy in Education in Cambodia” in 2004 to accelerate use of ICT in education including NFE, but there has been very limited experiences in CLCs.

DNFE has been implementing a mobile learning van activity since 2006 to dissimilate information on life skills such as HIV/AIDS, sanitation, human rights and violence through CLCs, using PCs and videos. The van reached 20 CLCs and 8 literacy classes in 2010.

5. Literacy Survey and Assessment- ½ pages

5.1. Literacy survey and assessment at regular intervals

- The National Population Census which includes literacy data is collected every ten years by the National Institute for Statistics (NIS) under the Ministry of Planning. The latest census survey was conducted in 2008.
- Cambodia Socio-Economic Survey which covers sampling 12,000 households with literacy questions is conducted every five years by NIS. The latest survey was conducted in 2009.

5.2. Literacy survey and assessment at ad-hoc base (recently done or to be done in near future)

- CLC assessment was conducted by Graduate School of International Development (GSID) Nagoya University with JFIT support in 2005.
- Follow-up assessment is planned under the CapEFA in 2011-2012.
- National assessment of the functional literacy conducted in 2000 with the support of UNDP and UNESCO PROAP.

6. Issues and challenges - ½ pages

1. **Issue of sustainability and lack of reliable data**
   Several evidences show that CLCs are often closed and not functioned at the community level. Current data collection system from POE/DOE cannot identify the issue, which makes DNFE difficult to plan based on reliable data. DNFE also faces difficulties in collecting data from NGOs.

2. **Lack of capacity of NFE staff at POE and DOE**
   DNFE considers that NFE staffs need to strengthen capacity in identifying the needs of communities and mobilizing resources. NFE staffs often have other responsibilities in the offices and tend to prioritize formal education related work.

3. **Complex financial system and lack of budget**
Current government budget is not enough to respond all the requests from communities and it normally covers only teachers’ salary. In addition, DOE/POE staffs are unable to provide sustainable technical supports and conduct regular monitoring to CLCs due to the lack of budget. The PB budget does not reach to CLCs due to the complexity of the government financial system and delays of execution process. PB budget regulations do not allow constructing new CLC buildings and thus DNFE faces difficulties in finding existing location/building for CLCs.

4. **Lack of capacity and motivation of CLC committee members**
   CLC committee members are working as volunteers without any salary. It is difficult to obtain member’s commitment, mainly because of the workload of their other works with salary and lack of incentives working for CLCs.

5. **Weak linkage between literacy and skill training**
   Most of the government CLC has only skill trainings and no literacy activities. CLC Unit at central level, overseas only skill trainings such as mechanics, make-up and sewing. Literacy and post literacy programmes are implemented by other units and there is a little coordination among these units at DNFE.

6. **Less opportunities after CLC**
   There is a very limited opportunity to link the skills that participants learn at CLCs with market needs due to the low qualified skills and lack of capital budget for staring a new business.

7. **Not reaching the marginalized**
   Anecdotal evidence suggests that some participants at CLCs are the students from formal schools nearby CLCs. CLCs may not reach the marginalized. There is no learners’ information. Limited community participation in identifying the learning needs and in designing the programmes is also a challenge.