



SUSTAINABILITY OF COMMUNITY LEARNING CENTERS

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FUNDED BY
EUROPEAN UNION





ACTED provides support to the CLCs through capacity building workshops for the CLC Management Committees, training tools for teachers, and equipment for students.



**BREAKING THE CYCLE OF
YOUTH MARGINALIZATION
AND VULNERABILITY IN RURAL
COMMUNITIES IN CAMBODIA**

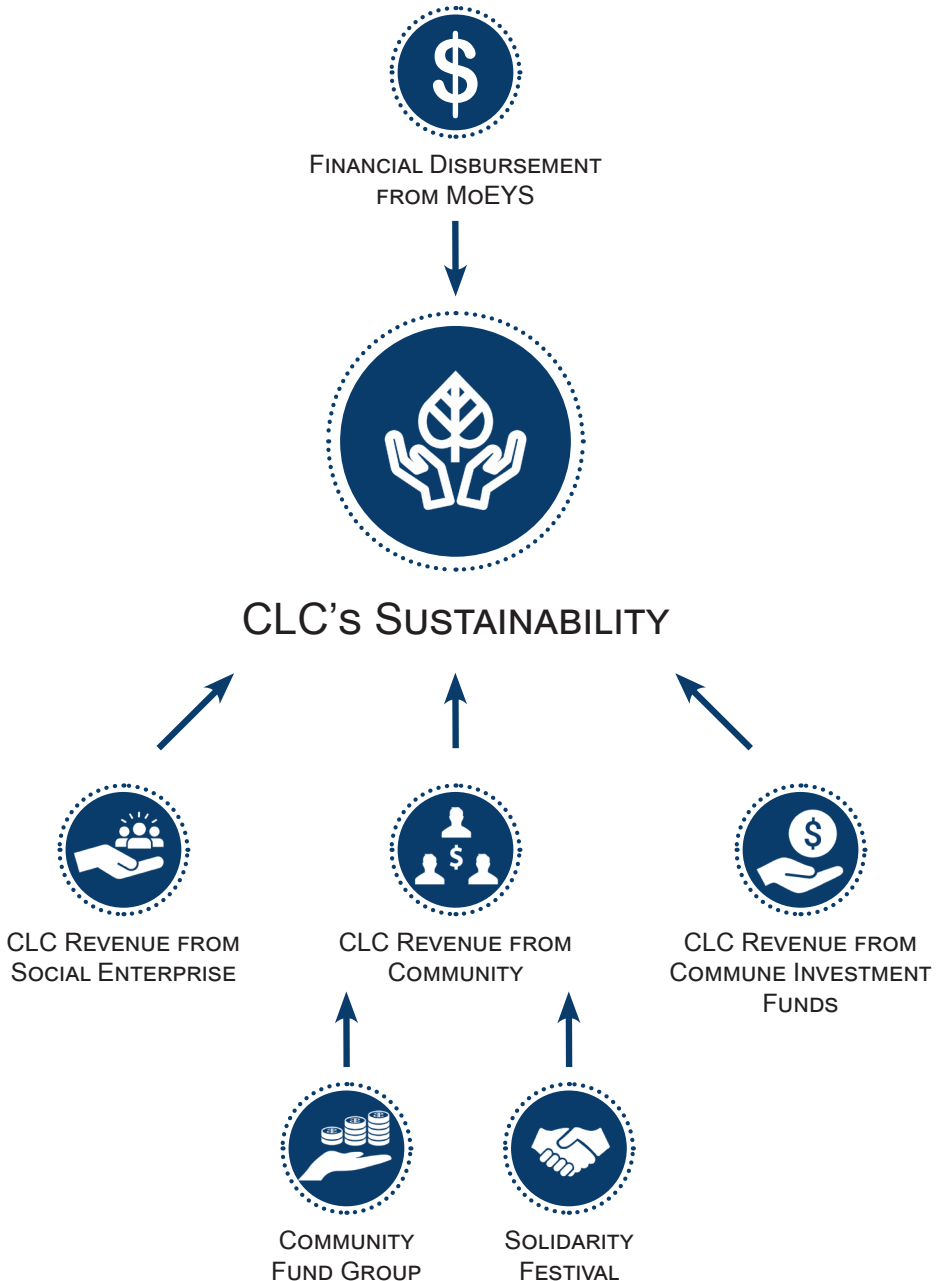




The CLCs provide training courses to match labor market demands and regional employment needs. ACTED's CLCs offer courses on: functional literacy, sewing, motorbike repair and beauty salon.



DIVERSIFIED ECONOMIC SUPPORT FOR COMMUNITY LEARNING CENTERS



324 Community Learning Centers (CLCs) are currently reliant on Ministry of Education Youth and Sport (MoEYS) annual budgetary funding. Totalling more than 350 in Cambodia, 28 CLCs are supported by development partner funding. Due to financial constraints and delays echoed throughout the national budget, annual funding is often insufficient and delayed. A consequence of which is a high turnover of teachers, lack of supplies and overall generally inadequate resources for effective vocational training or non-formal education (NFE) programming. It is for these reasons that ACTED identified the capacity for CLC Management Committees (CLCMCs) to create their own income as critical to the success of a CLC. A diversified economic stream will allow for CLCMCs to take ownership over CLC funding at the local governance level through; Commune Investment Plan (CIP) engagement, promoting activity in the private sector through the operation of a social enterprise, and organizing community funds raising events. These additional revenue streams will serve to supplement the MoEYS annual CLC budget and increase the CLCs' capacity to respond to local needs with high quality resources and increased program ownership.

'How to access the Commune Investment Plan' is included in the ACTED and KYA capacity building training as a standalone course. All four CLCMCs have received the training on how to access the CIP for social initiatives, including, but not limited to, CLCs. In addition, negotiated at inception of the pilot project was a high level of local engagement and ownership over CLC programs. Communes were chosen for the program based on their level of enthusiasm and initiative for taking over NFE in their communities. Two of the four pilot CLC Commune Chiefs, who also serve as CLC Directors, immediately committed a portion of their CIP towards the CLC project. Chrey Commune Council, for example, included Chrey CLC in its CIP and allocated a total of 4 million riels from its Social Service Funds in 2016.

Many NGOs in Cambodia have turned to social enterprise in order to subsidize a decrease in donor funding. A number of vocational schools have employed **social enterprise operations as a means of subsidizing their operational costs for running vocational training classes.** Mirroring the success of this model, ACTED and KYA incorporated social enterprise training into the capacity building courses. The CLCMCs and their youth-oriented Support Committees (CLCSCs) undertake

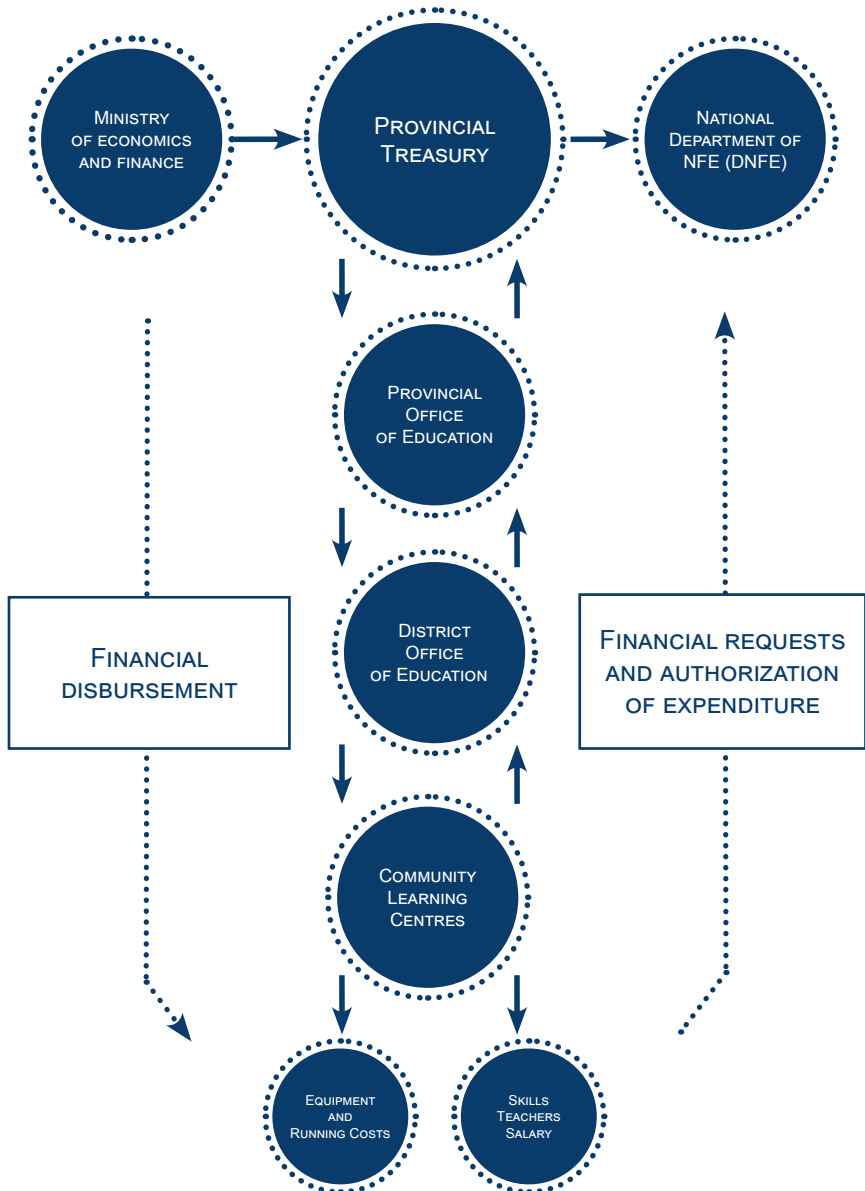
social enterprise training to identify the needs which are suited to their market, resources and skills. ACTED and KYA's support to design the business plan, establish and initiate a social enterprise operation within each of the pilot CLCs respectively will enable the CLCMCs to attain a measure of autonomy and ownership over one of their revenue streams. Since August 2017, each of the 4 pilot CLCs has already started up a social enterprise.

By the end of the project, a **Community Fund Group** is formed in each CLC to award financial loans to graduate students **with the expectation of having a small proportion of the loans earning interest to fund the CLC.** We have good lessons learned in Chrey commune, where there are currently 18 villages running the Community Fund Group. Chrey CLCMCs organized meetings with committees of the Community Fund Groups and village leaders to request financial support from each village. From 2018, the Community Fund Group committees agreed to donate 100,000 riels from its annual earning interest. The Community Fund Group model best practices have been taken into account and will be replicated in the other CLC communes.

At least once every year, CLC Support Committees (CLCSCs), with assistance from religion leaders in the commune, lead the **Solidarity Festival to raise funds for the commune's CLC.** Invitation Letters are delivered before the festival to both private and state institutions such as Micro Finance Institutions (MFIs), private and public school, commune council, District Office of Education (DoE), Provincial Office of Education (PoE), etc. Appreciation letters are printed out after the festival and awarded to generous individuals and institutions. Their names and title of the organizations are recorded in the CLC's book and on the donation board. Appreciation letters are also reserved at the CLC for people who provide donations to the CLC before and after the fund raising event.

Local initiative, engagement and ownership are the foundation of success within a CLC. ACTED aims to equip the highly motivated pilot communities with the skills required to; increase local income generation, decrease migration, improve quality of life and engage actively in their own development process. **A diversified economic approach, such as these income streams offer, minimizes reliance on any one source of funding, thereby decreasing vulnerability of programming and risks to operations.** Moreover, increasing autonomy and control over the income of a CLC serves to increase genuine engagement in programming and ownership over the outcome.

FINANCIAL DISBURSEMENT FOR COMMUNITY LEARNING CENTRES (CLC) IN CAMBODIA (NEP REPORT, 2015)



1 CLC BUDGET PLANNING

Planning expectations are included in the CLC Guidelines. **CLCs, DoE, PoE and Department of Non-Formal Education (DNFE) are required to prepare, consolidate, and submit the plan respectively in a bottom-up way.** According to the Guidelines, CLC Managers have to be involved in the planning process by identifying training courses needed by community, and then submitting the activities plan or budget plan to DoE. Since the centers aim at providing training or information needed by its community, planning should involve the community (CLC committee, vocational teachers, and learners, etc.). These requests are meant to be combined by DoE and PoE for submission to the national DNFE. This process is illustrated in the diagram.

2 DNFE BUDGET ALLOCATION TO PROVINCES

PoEs submit their combined activity and budget plans to the central DNFE. Once this has been submitted and a confirmed budget approved by Ministry of Economy and Finance (MEF) and then MoEYS, the **DNFE is responsible for allocating the available budget to Provinces based on the number of CLCs and their activity plans.** The PoE then allocates the budget to each CLC in the province according to the national funding formula.

3 BUDGET DISBURSEMENT

Based on CLC Guidelines, the budget should be disbursed following the administrative hierarchy as in the diagram below. The PoE and DoE should pass on a cash budget to CLCs which they use to pay Skills Teachers, purchase materials and cover general running costs.



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