



THE WAY FORWARD FOR NON-FORMAL EDUCATION IN CAMBODIA

AN EASY TO FOLLOW GUIDE FOR ESTABLISHING AND MANAGING SUCCESSFUL COMMUNITY LEARNING CENTRES



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ACTED



ABOUT ACTED

ACTED is a French INGO which has been saving lives and assisting people with their needs during crises since its creation in 1993. Active across 34 different countries throughout the world, ACTED's programs target the most vulnerable amongst populations that have suffered from conflict, natural disaster or socio-economic hardship. By believing that every human being has the right to live in dignity, ACTED works to co-create new possibilities and sustainable change by investing in people's potential.

ACTED has been working in Cambodia since 2009 with the aim of promoting inclusive and sustainable growth for Cambodia's vulnerable populations. Previous and ongoing projects have committed in improving labour law compliance in the Cambodian hospitality sector, supporting vulnerable, disadvantaged, rural youth in acquiring professional skills and meaningful employment opportunities, as well as reducing the risks of sexual and gender based violence (SGBV) against young hostesses working in Phnom Penh's entertainment sector.

ABOUT KHMER YOUTH ASSOCIATION

Khmer Youth Association (KYA) is a humanitarian, non-political, non-governmental and non-partisan Cambodian youth organization founded in 1992. KYA is committed to working with and for youth for positive social change by improving and promoting youth participation on different social issues relevant to Cambodia. KYA strives towards an improved framework for respecting human rights, democracy, gender, health, and the empowerment of young people by the government and other stakeholders utilizing principles that encourage youth participation and recognize youth's role and works



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Designed by Jessica Sinclair

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FOREWORD

Community Learning Centres (CLC) play a vital role in providing functional literacy, vocational skills, and work-related skills to marginalized youth and children in the community particularly for those who can't continue to learn in the formal education system. Furthermore, CLCs are a focal place for Lifelong Learning opportunity for every walk of life.

ACTED, a member of the NGO Education Partnership (NEP) a membership organisation of 144 members dedicated to support the improvement of quality of education has initiated a pilot project on modelling flagship CLCs in Prey Veng province with the aim to acquire accreditation from Ministry of Education, Youth and Sport (MoEYS). It has been privilege to work with ACTED in the design of CLC manual.

The CLC manual is designed to guide other actors in the establishment, management and capacity building of CLC Management Committee to deliver the needed skills in response to community needs.

The manual consists of four chapters in which Section 1 describes the introduction of ACTED Strategic Support Model in designing their flagship CLCs, Section 2 describes how to successfully establish a CLC and Section 3 describes how to manage and operate a CLC.

I hope that the manual will help strengthen the functioning of every CLC to provide appropriate service to the community people particularly the marginalized group of children and youths who have dropped out of education system.

Chin Chanveasna

Executive Director

NGO Education Partnership

ABBREVIATIONS

BNAS	Basic Needs Assessment
CBOs	Community Based Organisations
CIEDI	Cambodia-India Entrepreneurship Development Institute
CIP	Commune Investment Plan
CLC	Community Learning Centre
CLCMC	Community Learning Centre Management Committees
CLCSC	Community Learning Centre Support Committees
CSOs	Civil Society Organisations
DNFE	Department of Non Formal Education
DOE	District Office of Education
GOCA	Grassroots Organisation Capacity Assessment
KYA	Khmer Youth Association
LNA	Local Needs Analysis
MoEYS	Ministry of Education, Youth and Sports
MoLVT	Ministry of Labour and Vocational Training
MoU	Memorandum of Understanding
NEA	National Employment Agency
NEP	NGO Education Partnership
NFE	Non-Formal Education
NFE-SSWG	NFE-Sub Sector Working Group
NGO	Non-Governmental Organisation
POE	Provincial Office of Education
PTCs	Provincial Training Centres
SNAS	Secondary Needs Assessment
ToT	Training of Teachers
TSTI	Technical Skills Training Institute
TVET	Technical and Vocational Education and Training

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1.1 WHAT IS A COMMUNITY LEARNING CENTRE?

“A Community Learning Centre (CLC) is a community level institution to promote human development by providing opportunities for lifelong learning to all people in the community”
UNESCO, 2013

Community Learning Centres (CLCs) are usually outside the formal education system and are set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life. CLCs are unique as they are owned by the community, and therefore are more able to address local needs through mobilizing local resources by local people.

COMMUNITY LEARNING CENTRES IN CAMBODIA

In Cambodia, government-run CLCs are under the Non-Formal Education (NFE) department of the Ministry of Education, Youth and Sport (MoEYS). These CLCs benefit from a standardised curriculum, Training of Teachers (ToT) in Provincial Training Centres (PTCs), financial support for teachers, as well as provision of resources.

and work-related knowledge and skills seriously impede their ability to contribute to, or benefit from, national socio-economic progress.

NFE has a major role to play in creating the human resource base necessary for achieving national goals of peace, sustainable poverty reduction, economic growth and social equality. With NFE, children and youth will acquire the skills necessary to participate in, and benefit from, overall national development and enhance their own quality of life. However, poverty continues to put at risk children, youth and adults whose low literacy levels and limited life

There are now over 350 CLCs in Cambodia; both government run and NGO run (NEP 2013). A 2013 study on CLCs in Cambodia by NGO Education Partnership (NEP) found only 38% of government CLCs focused on job skills training. This leads to a mismatch of skills compared to local market demand, and has the unintended consequence of promoting migration of workers to urban areas and neighbouring countries. While the study found 75% of NGO run CLCs focus on job training, NGO run CLCs tend not to be MoEYS accredited. Therefore, once the there is no more budget support from the NGO the CLCs were unable to continue and closed.

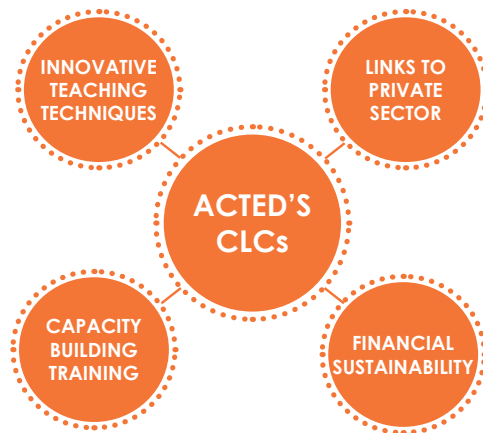
SECTION 1: INTRODUCTION TO THE GUIDE

1.2 ACTED'S COMMUNITY LEARNING CENTRES

In order to support their families, many young Cambodians leave the formal education system early to work. In Prey Veng province, only 46% of youth attend secondary school. However, as a result, youths often lack the necessary skills to obtain meaningful employment opportunities and become vulnerable to exploitative practices, poverty, drugs and HIV. In response, ACTED started a project, ***Breaking the Cycle of Youth Marginalization and Vulnerability in Rural Communities in Cambodia***, aimed to reduce the risk and vulnerability of youths in rural areas by providing access to income-generating skills, functional literacy and life skills. This project was generously funded by the European Union.

ACTED worked with local partner Khmer Youth Association (KYA) to strengthen the capacity of non-state actors to establish four flagship CLCs in four different communes in the Svay Antor district, Prey Veng province to provide systematic skills training to educationally disadvantaged youths and integrate this service delivery model into national systems. The CLCs were established and operated in line with MoEYS' guidelines and policies, with the end of goal of ensuring MoEYS institutionalization at the end of the project.

ACTED has worked to create innovative CLCs using a four pronged approach:



CAPACITY BUILDING OF CLC MANAGEMENT COMMITTEES (CLCMCS)

ACTED created a set of tools called Grassroots Organisation Capacity Assessment (GOCA). The aim of GOCA is to train the CLC Management Committees and CLC Support Committees in institutional and operational capacity and skills, in order to create sustainable the CLCs which meet the identified training needs of their host communities.

PLEASE REFER TO SECTIONS 3.1 – 3.3 FOR MORE INFORMATION

INNOVATIVE TEACHING TECHNIQUES

ACTED's CLCs included innovative teaching techniques in order to bridge the gap of low quality teachers in rural areas. The identification of relevant

and high quality functional literacy and technical vocational education training (TVET) curriculums was undertaken in consultation with private, public and development stakeholders.

The functional literacy courses offered are from the MoEYS supported curriculum to ensure MoEYS accreditation. They are supplemented by KAPE toolkits and VSO curriculum. TVET courses were created in collaboration with the TVET Academy to create Khmer language video training.

PLEASE REFER TO SECTION 2.4.1 AND 2.4.2 FOR MORE INFORMATION

LINKS TO PRIVATE SECTOR

ACTED linked the CLCs to the National Employment Agency's (NEA) local job centre in Prey Veng in order to inform each centre of the regional employment needs. NEA and ACTED worked closely to ensure this approach can be replicated by CLCs nationwide, ensuring training skills match clearly reported labour market and regional employment needs, reducing migration and closing the skills gap, thereby

improving the livelihood and income generating potential and capacities of poverty-stricken youth.

PLEASE REFER TO SECTION 2.2.3 FOR MORE INFORMATION.

FINANCIAL SUSTAINABILITY

ACTED worked to ensure the operations of the CLCs can be continued post-donor exit. The CLCs were created according to MoEYS legislations and requirements for institutionalization. The registration of donor-initiated CLCs by MoEYS allows for access to annual budget, teacher salary and CLCMC stipend. Commune Investment Plan (CIP) and raising external funds are also integral to the financial sustainability of the CLCs.

Social Enterprises were also created in each CLC, where students are encouraged to use their newfound skills to create income within the CLC. For example, paid services for motorbike repair and selling clothes made in sewing classes.

PLEASE REFER TO SECTION 3.4.1 AND 3.4.2 FOR MORE INFORMATION.



ACTED and KYA working with local leaders to establish CLCs in Prey Veng



Workshop to promote CLCs at provincial, district and national level

1.3 HOW TO USE THIS GUIDE

This guide is designed to strengthen the legislation to establish and manage institutionalized CLCs recognised under the Department of Non-Formal Education (DNFE). This guide is for use by development partners wishing to establish and manage CLCs and for already established CLCs (either under MoEYS or NGO-run). This guide has been created using the best practices and lessons learnt from ACTED's 4 flagship CLCs in Prey Veng.

The guide will be split into 2 sections:

HOW TO ESTABLISH A CLC

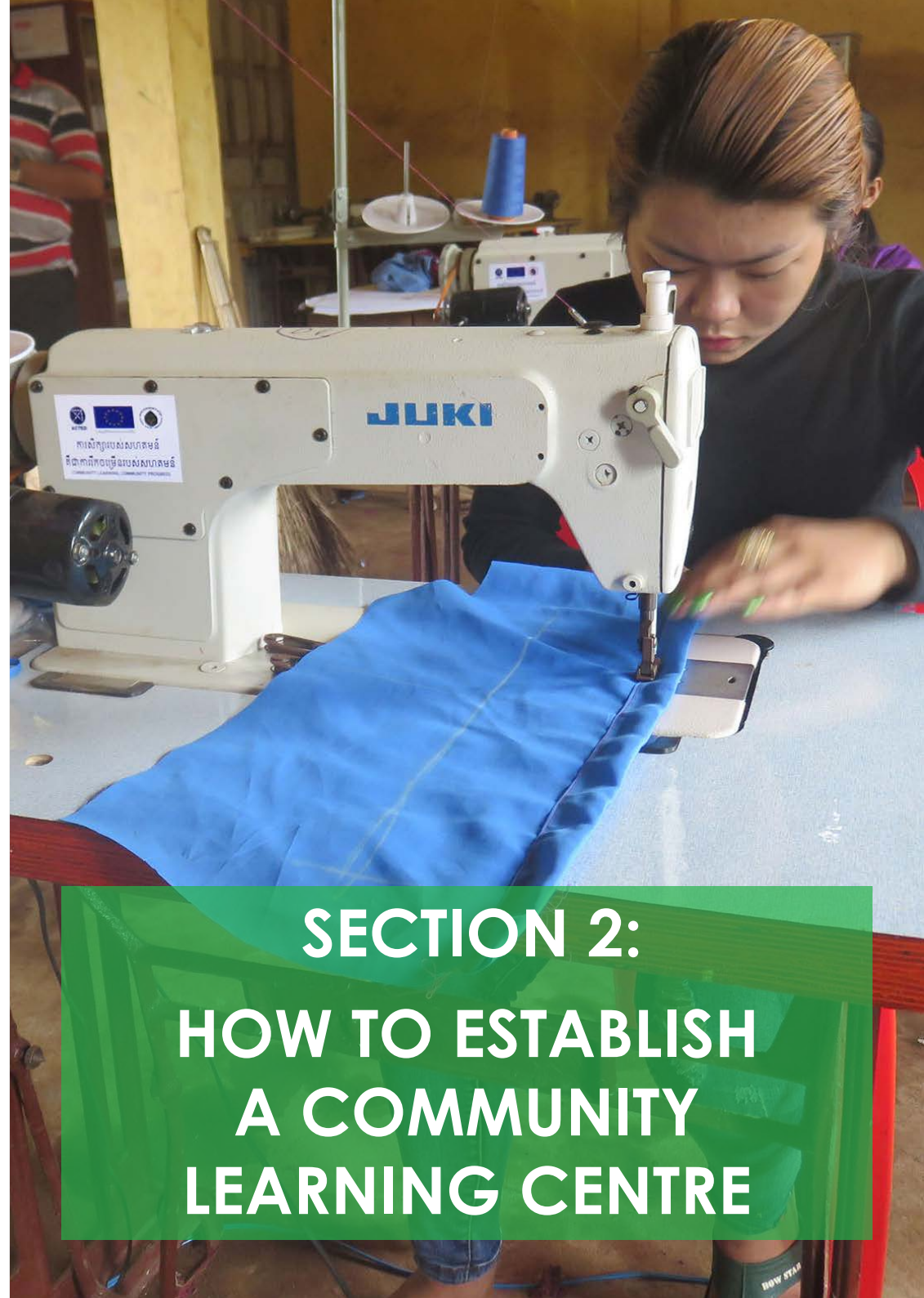
This section will walk the establishing agent through a simplified guide on identifying a suitable community, developing important partnerships

with government and non-government stakeholders, identifying the needs of the community and introduce the innovative courses developed by ACTED.

MANAGING AND OPERATING A CLC

This section will outline how to use ACTED's GOCA assessment tools for strengthening the capacity of the local actors in creating sustainable CLCs, the GOCA training guides and how to create a financially sustainable CLC.

ALL DOCUMENTS MENTIONED IN THE GUIDE CAN BE FOUND IN THE BIBLIOGRAPHY AND ON ACTED'S WEBSITE: <http://www.acted.org/en/cambodia>



SECTION 2: HOW TO ESTABLISH A COMMUNITY LEARNING CENTRE

2.1 IDENTIFYING A COMMUNITY

Critical to the effective establishment and management of a CLC is the process in which target communities are identified. Local leaders who are willing to commit their time and resources (e.g. CLC building itself) are essential for overcoming the challenges the project will face and ensuring the success of the program, as the process relies on initiatives taken by interested communities. This also serves to quickly and effectively dismiss agents interested solely in personal or financial gain, as the process strictly requires that the communities invest some of their own assets, such as the CLC buildings themselves. Sustainability is at the core of this program, and therefore the highest objective needs to be the institutionalization of the CLC within DNFE and handover of the

operations to the community from day one of establishing the CLC.

Development partners must be willing to commit to the process of identifying suitable communes and communicate their capacities as well as limitations, as the program is designed for genuine stakeholder buy-in and cannot sustain without commitment on both sides. The mutual trust gained in these early meetings and thorough community consultations will be the greatest strength afforded to a CLC program.

This section will outline the Basic Needs Assessment (BNAS), Secondary Needs Assessment (SNAS), creation of the CLCMCs and CLCSCs, and the facility agreements for the CLCs themselves.

“ Important National policies on Education, NFE and mechanisms relevant to the efficient and sustainable operation of CLCs: ”

- [Kingdom of Cambodia Law on Education \(2007\);](#)
- [Education Strategic Plan 2014-2018;](#)
- [Non-Formal Education National Action Plan 2008-2015](#)
- [Incheon Declaration](#)
- [Minimum Standards for Community Learning Centres \(Prakas 2429\)](#)
- [Sub-Decree on the Management and Organisation of Teaching Hours of NFE](#)
- [Financial Disbursement of Community Learning Centres](#)
- [Cambodia UNESCO National Qualification Framework Review](#)
- [Cambodia National Strategic Development Plan](#)
- [The Cambodian Millennium Development Goals](#)
- [National Programme for Sub-National Democratic Development ”](#)

BEST PRACTICES AND LESSONS LEARNT: PRAKAS 2429

Outlined in the Prakas 2429 and its accompanying annex are the minimum standards for establishing CLCs, and should be directly applied to the establishment and operation of CLCs in the Cambodian context.

During ACTED's project, the MoEYS introduced new minimum standards for the establishment and operation of CLCs in Cambodia. ACTED and other stakeholders involved in the NFE sector found they could not comply with these new standards, and CLCs would be set to close in two years. ACTED's concern was also the legislation could work against the interest of the MoEYS, as their CLCs struggled to reach these requirements. The Prakas outlined new infrastructure requirements which meant CLCs had to be built separately, and could not be held in a school building. This would require expensive renovations far exceeding the project budget.

ACTED conducted a compliance report on 10 MoEYS accredited CLCs and found none of them reached 50% compliance. ACTED, with the help of NEP, were able to lobby the MoEYS to review this section of the Prakas 2429 and suspended the infrastructure requirements for the duration of the project. This suspension allowed ACTED to continue creating the flagship CLCs, which would not have been possible under the current legislation.

2.1.1 BASIC NEEDS ASSESSMENT SURVEY

The Basic Needs Assessment Survey (BNAS) is used to measure and identify the needs of the community, potential community engagement and the level of commitment from community leaders.



ACTED team meeting with community leaders to discuss local needs for CLCs

2.1.1 BASIC NEEDS ASSESSMENT SURVEY

The BNAS is used to measure and identify the needs of the community, potential community engagement and the level of commitment from community leaders.

The BNAS is handed out to commune chiefs prior to the meetings with the rest of the community. The responses of the commune chiefs will be analysed to identify the most appropriate and needing communes for CLCs.

“**ACTED held a community meeting with the POE and DOE and 11 community leaders from the Svay Antor District, Prey Veng. Using the BNAS, ACTED was able to identify leaders willing to commit their resources and which locations were most in need of CLCs to build up the skills of their youth.**”

Below is an example of the BNAS ACTED implemented during the project:

BASIC NEEDS ASSESSMENT SURVEY

To be distributed to commune chiefs and answers collected at community meetings prior to the introduction of the CLC project.

1. What are the community's current needs?
2. What community groups currently exist?
3. How do they generate income now?
4. What does the community need in order to generate more income?
5. How many children dropout from school? Why?

[CLICK HERE TO ACCESS THE BASIC NEEDS ASSESSMENT SURVEY DOCUMENT](#)

2.1.2 SECONDARY NEEDS ASSESSMENT SURVEY

The Secondary Needs Assessment Survey (SNAS) is used to measure the level of engagement of local officials in the project, and doubles as a clear indicator of stakeholder incentive. The purpose of the SNAS is to ensure the CLCs will be created in the best target area with the most engaged communes. Meetings will include introducing requirements from local officials, while also measuring their response. The SNAS is also an opportunity for interested communities to showcase their proposed facilities for the centres.

“**ACTED identified engaged communes through the SNAS, and were able to assess proposed facilities already established in the commune to see if they reached MoEYS CLC guidelines and legislation. The SNAS also identified local leaders willing to invest time and effort in attending training and negotiations on implementation of the program.**”



ACTED team meeting with community leaders to discuss local needs for CLCs

[CLICK HERE TO ACCESS THE SECONDARY NEEDS ASSESSMENT SURVEY DOCUMENT](#)

2.1.2 SECONDARY NEEDS ASSESSMENT SURVEY

Below is an example of the SNAS ACTED implemented during the project:

SECONDARY NEEDS ASSESSMENT SURVEY

The purpose of the Secondary Needs Assessment Survey is to engage the correct actors at the correct stage and in the correct target area in order to ensure the highest level of MoEYS and commune engagement in a process that will ultimately be handed over to both, post donor-exit.

The target area will be defined in a process of prioritisation, beginning at the provincial level. The prioritisation can occur on whatever scale desired by donor. Identify the most engaged communes and commune chiefs who are implementing CLC activities solely in areas of high community engagement and interest in ownership. This needs assessment is the donors' first opportunity to convey the responsibilities as well as benefits to be incurred by participant communities. If these economic responsibilities are not communicated with the appropriate level of severity and social benefits not conveyed with adequate emphasis on beneficiary advantages, the CLC will not survive the exit of the donor.

The following actors must be engaged in the process of prioritisation with the ultimate objective of identifying the communes with the highest levels of engagement, commitment and perseverance. High levels of advocacy and responsibilities will be required by commune chiefs at the Provincial Office of Education (POE) and District Office of Education (DOE) levels to ensure institutionalization, while also ensuring the financial sustainability of the CLC through other resources mobilisation activities including, but not limited to, the Commune Investment Plan Budget, the Social Enterprise, and other fund-raising activities in the commune. Possible stakeholders may include the followings:

1. Provincial Office of Education (POE)
2. District Office of Education (DOE)
3. Dept. of Non-Formal Education (if possible) (DNFE)
4. Commune chiefs, councillors and key representatives of
5. all interested communes within target districts

2.1.3 CREATION OF CLC MANAGEMENT AND SUPPORT COMMITTEES

The creation of CLC Management Committees (CLCMCs) and CLC Supporting Committees (CLCSCs) are formed from interested members of the community. They will take over running and operations of the CLC and therefore need to be motivated. All members of the CLCMCs and CLCSCs work to ensure the programme activities are reflective of the needs of the community, as well as promoting a community sense of ownership over the CLCs.

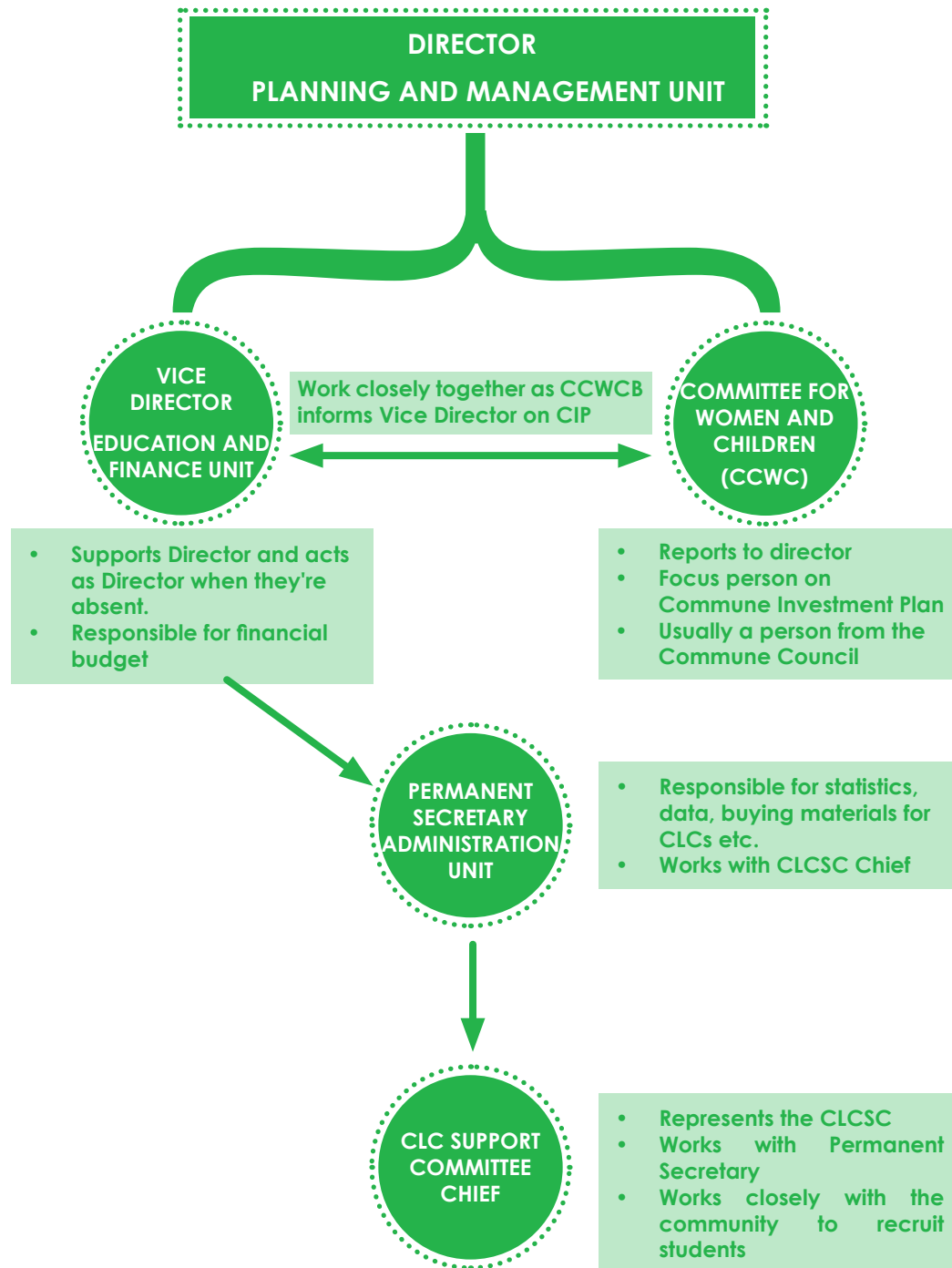
CLC MANAGEMENT COMMITTEES (CLCMCS)

The CLCMC is a management body elected by the community through elections facilitated by the commune council. It is important that there is a minimum of 1 commune council member on the board of the CLCMC; though not necessarily the Chief of the commune, and not necessarily in the CLC Director position.

Roles and responsibilities of the CLCMCs:

- Lead and manage operation of CLC
- Collect data and information for preparation of CLC activities (e.g. mobilise learners; identify contents of life skills, vocational skills for training, etc.)
- Identify community needs and prepare development plan
- Cooperate with village chief to disseminate information, activities, teaching content and selection of students to study
- Initiate activities to encourage community participation in CLC activities
- Build relationship and coordinate with relevant institutions both within the community and externally, linking with private industry, training centres and other NGOs
- Prepare monthly, quarterly, semi-annual and annual CLC action plans
- Monitor and evaluate of CLC programs
- Prepare quarterly, semi-annual and annual report of the activities and achievement and send them to District Office of Education (DOE)
- Regularly communicate with community people, especially local authority
- Maximise use of community resources
- Manage CLC's materials, finance, administration, and security
- Organise monthly meetings; minutes of each meeting can be kept at the CLC or be sent to the DOE

CLC MANAGEMENT COMMITTEE STRUCTURE



GOCA Training to establish the structure of the CLCMCs

CLC SUPPORT COMMITTEES (CLCSCS)

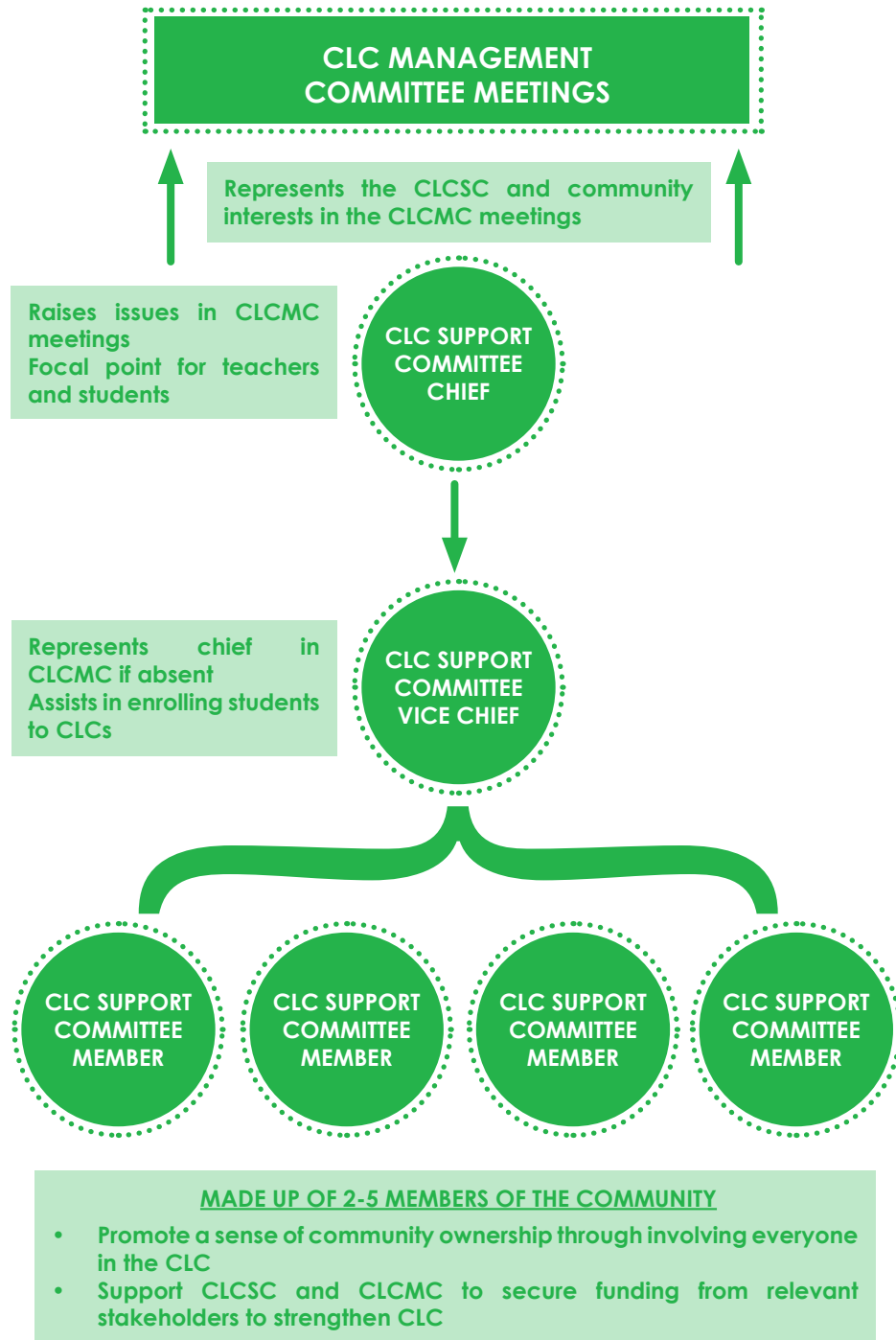
The CLC Support Committee (CLCSC) is a support committee elected by the community to provide advice and inputs on the activities of the CLC and encourage community participation. These positions are voluntary, though the top two are elected into the CLCMC and receive salary as defined within the CLCMC.

Roles and responsibilities of the CLCSCs:

- Consult and advise CLC management committee on community needs
- Mobilise resources from relevant stakeholders, private enterprise, local employers, and development partners in order to strengthen CLC programs, funding and graduate opportunities.
- Disseminate the information about perspective, importance and activities of CLC to broaden awareness amongst the wider community
- Monitor and evaluate the activities taken by CLC.

[CLICK HERE TO ACCESS THE CLCMC AND CLCSC TERMS OF REFERENCE DOCUMENT](#)

CLC SUPPORT COMMITTEE STRUCTURE



Facility Agreement signing with Commune Chief and ACTED staff

2.1.4 FACILITY AGREEMENT

The CLC Support Committee (CLCSC) is a support committee elected by the community to provide advice and inputs on the activities of the CLC and encourage community participation. These positions are voluntary, though the top two are elected into the CLCMC and receive salary as defined within the CLCMC.

the renovations benefit the students and remains accessible to the community throughout the lifetime of the CLC.

The signature of this letter is required by the parties to ensure the facility, equipment and investment made in

A building assessment can also be carried out to inspect potential CLC buildings to ensure their structural integrity. The assessment needs to be carried out by a building and construction expert, and will provide recommendations for renovations.

[CLICK HERE TO ACCESS THE FACILITY AGREEMENT DOCUMENT](#)



Installing sewing machines following the facility agreement

2.2 WORKING WITH RELEVANT STAKEHOLDERS

This section provides outlines for establishing Memorandum of Understanding (MoUs) with relevant government and non-governmental bodies. MoUs provided should be used as a guideline for future agreements, as each one is tailored to meet the specific requirements of the project outcome.

2.2.1 MINISTRY OF EDUCATION, YOUTH AND SPORTS

The Ministry of Education Youth and Sport (MoEYS), at national and provincial level, is a key stakeholder and needs to be on board to integrate the model into the national NFE policy. As such, MoEYS are directly involved in all activities. MoEYS support will be required for the certification of the curricula and the endorsement of the CLC model. This includes access to MoEYS certified curriculum on their website. Provincial and district MoEYS will provide technical support to the CLCs and monitor/mentor the teachers. This partnership will also contain Training of Teachers (ToTs) through the POE and Provincial Training Centres (PTCs).

Support from the MoEYS allows access to the DNFE budget and teachers' salaries. Working with the MoEYS also ensures graduates are recognised within the appropriate national qualification framework and offered the opportunity to continue on down the educational or vocational avenue of their choosing after completing CLC courses.

Working with the DOE and POE will help the establishing agent identify communes in need of CLCs in their community. The POE is also responsible for awarding certificates to graduates. These certificates are state recognised and demonstrate to future employers that the certificate holder is skilful.

The CLCMCs and SCs will work closely with MoEYS Provincial Office of Education (POE) and District Office of Education (DOE). The POE and DOE will help identify suitable communes at the beginning of the project who require CLC programmes. The POE is also responsible for the regulation and policy of the CLCs, as well as registering them with the government. This is an important partnership, as post-donor exit they will take over responsibility of CLCs. Working closely with the DOE and POE will maintain quality of learning, as well solidify Ministerial accreditation of CLC programmes. Graduate students will receive certificates sanctioned by the DOE and the MoEYS, which demonstrate their skills to prospective employers.

[CLICK HERE TO ACCESS THE MoEYS MoU DOCUMENT](#)

Post-donor exit, the DOE, POE and CLCMCs/CLCSCs will undertake the following activities together:

DOE OFFICIALS:

- Prepare official documents in order to certify that CLC truly belongs to the community and has official approval to open from the district authority,
- Regularly attend the meeting with of CLCMCs,
- Monitor and evaluate CLC activities,
- Stocktaking results received from each CLCMCs and send to POE,
- Consult with commune NFE staff and CLCMCs for direction setting and preparation of plan for monitoring of programme implementation in CLC at different intervals. Then, submit to the POE for checking and approval.

POE OFFICIALS:

- Cooperate with DOE in order to select and identify the location for CLC establishment,
- Send one copy of letter about the establishment of CLC to the MoEYS DNFE,
- Monitor and evaluate CLC activities,
- Keep in touch with development partners, relevant stakeholders and charitable people to support (budget, materials, and human resources) to CLC for its sustainability,
- Stocktaking report on CLC activities and capability in a timely manner and prepare completion report after the completion of each course and then send to MoEYS DNFE,
- Prepare expenditure plan for CLC activities and sent to MoEYS DNFE.



Meeting with the POE Deputy Director in Prey Veng to discuss Prakas 2429

2.2.2 MINISTRY OF LABOUR AND VOCATIONAL TRAINING

The Ministry of Labour and Vocational Training (MoLVT) are significantly involved in curriculum development and certification. Collaboration with MoLVT will ensure certificates from the CLCs awarded to graduates are state recognised. Working with MoLVT also ensures access to the ACTED's innovative TVET courses and Training

of Teachers (ToTs) in Provincial Training Centres (PTCs). ACTED worked to ensure the innovative TVET training was absorbed into the MoLVT and General Department of TVET. An MoU is therefore advised, as the establishing agent will gain full access to the TVET training, as well as access to the PTCs for ToTs.

“

ACTED signed an MoU with the Cambodia-India Entrepreneurship Development Institute (CIEDI) to develop the CLC curriculum and CLC model itself. This MoU helped establish a CLC system which could be easily replicated across Cambodia. The MoU with CIEDI also guaranteed the curriculum offered at ACTED's flagship CLCs are accredited and certified under MoLVT, thereby ensuring the success of graduates following their training.

”

[CLICK HERE TO ACCESS THE MoLVT and CIEDI MoU DOCUMENT](#)



Training of Teachers by POE in the MoEYS Curriculum and KAPE Toolkits

2.2.3 NATIONAL EMPLOYMENT AGENCY

The National Employment Agency (NEA) is a core agency in Cambodia and is integral for the success of the CLCs. The MoU with the NEA serves to connect graduates to employers through NEA's regional job centres and their links to the private sector. NEA conducts on-site mentoring of graduate classes, linking graduates with local employment opportunities.

MoEYS-run CLCs could not successfully attract youth to CLCs because of the lack of employment opportunities for graduates. Therefore, it is important to have links with the NEA for successful and sustainable CLCs.

The MoU is also used to inform the training curriculum through the NEA regional labour survey. The regional labour survey informs local market needs, and direct which of the 17 TVET courses on-file should be taught that semester, the survey also informs which skills should be rotated in order to ensure the market isn't flooded with similar job profiles.

[CLICK HERE TO ACCESS THE NEA MoU DOCUMENT](#)



Meeting with regional NEA staff to discuss findings of regional labour survey

2.2.4 NGO EDUCATION PARTNERSHIP

Due to the legislation being subject to change in Cambodia, it is a primary recommendation of ACTED to any development partner establishing or managing CLCs to first join the NGO Education Partnership (NEP), and subsequently the NFE-Sub Sector Working Group (NFE-SSWG). Important issues brought up in the NFE-SSWG quarterly meetings will be raised and discussed in the agenda of the meetings with MoEYS and development partners.

Membership to the NEP will allow for your program to stay up to date with legislative changes, networks and initiatives within the Non Formal Education (NFE) sub-sector of MoEYS, as well as introduce you to a powerful advocacy partner working in non-formal education in Cambodia.

Click here to find out more about becoming a member: <http://www.nepcambodia.org/become-member/>

BEST PRACTICES AND LESSONS LEARNT: PRAKAS 2429

The introduction of Prakas 2429 Minimum Standards for CLCs halted 90% of ACTED's project activities, as the CLCs could not comply with many of the standards, specifically the infrastructure requirements. As ACTED was a member of NEP, this opened the door for many good connections to government representatives and vast network of Civil Society Organisations (CSOs) in the sector.

ACTED was able to speak to influential representatives in DNFE at MoEYS, and bring together stakeholders affected by the Prakas. Significantly, ACTED and NEP wrote a letter of suspension of the infrastructure requirements to the MoEYS, which was accepted. ACTED also conducted a compliance report of 10 MoEYS CLCs to demonstrate how already established CLCs were unable to comply with the standards. Prior to the suspension letter, a large number of CLCs were in danger of being closed within two years. Through using NEP's vast network of CSOs and influential status in the NFE sector, ACTED gained more leverage to influence policy which would be beneficial to many current and future stakeholders.

[Click here to access documents relating to suspension of Prakas 2429](#)

2.2.5 STAKEHOLDER AGREEMENT

The Stakeholder Agreement is a commitment to the CLC by the POE, DOE and Commune Council. The Agreement outlines the roles, responsibilities and expectations of the stakeholders, and has been jointly defined and agreed upon by the actors involved. Clarifying these roles, responsibilities and expectations as a communal activity requiring consensus early on serves as the foundation for collaboration for years to come. This agreement ensures the CLCs work with the government early on, and that the stakeholders are invested in the outcome of the CLC.



This agreement is signed by POE NFE Director, DOE NFE Director and commune chief on behalf of the implementing partner, and witnessed by the development partner. If there are issues with the participation or performance of any of the parties that sign, then the agreement can be used as a basis to resolve these issues.

[CLICK HERE TO ACCESS THE STAKEHOLDER AGREEMENT DOCUMENT](#)



Meeting with POE, DOE and Commune Chiefs to discuss Stakeholder Agreement and commitment of stakeholders to CLCs

2.3 ESTABLISHING TRAINING COURSES

This section covers the steps establishing agents should take to ensure the training courses offered in the CLCs reflect the local need for skills, as well as providing information on recommended training from ACTED's flagship CLCs. The first section will cover the Local Needs

Assessment (LNA); second section will cover the functional literacy courses; and the third section will cover TVET courses.

Access to the curriculum can be found on the MoEYS website here: <http://oer.moeys.gov.kh/>

2.3.1 LOCAL NEEDS ASSESSMENT

In order to ensure the courses offered at the CLCs match local market demand, a Local Needs Assessment (LNA) should be made. This will ascertain the skills needs at the community level in order to align the training courses at the CLC with real market demand. This assessment should be done in conjunction with the NEA regional needs assessment. Target audience for the LNA is Village chiefs, Commune Council Members, and other community leaders.

The LNA is conducted with village chiefs and commune council members using the LNA tool and returned to the implementing partner for analysis. The results will be put to the CLCMCs and CLCSCs to make the final decision on which vocational training courses will be conducted at the CLCs.

[CLICK HERE TO ACCESS THE LOCAL NEEDS ASSESSMENT DOCUMENT](#)



Conducting a LNA with commune chief

2.3.2 FUNCTIONAL LITERACY

Functional Literacy training provides dropout children (from 10-14 years old) from formal education a chance to catch-up to their peers' educational level as well as instilling confidence in their own abilities, thus allowing them to re-join formal education. For functional literacy, the national functional literacy curriculum should be utilised to ensure MoEYS accreditation. CLCs should supplement their curriculum with the KAPE toolkits, which have been MoEYS certified, and are designed specifically to address hurdles to learning, as well as focusing on life

skills training. Including curriculum in CLCs certified by the MoEYS means access to ToTs in PTCs.

VSO's Basic English Level 1 has been added as an extra added teaching course. The VSO curriculum is MoEYS certified and is should be used as a part of the Functional Literacy Curriculum to connect students from basic levels to either the pursuit of higher level of education such as secondary education, which English subject is automatically necessary, or to the employment opportunities and positions with higher salaries.

REFER TO ANNEX A FOR FULL LIST OF FUNCTIONAL LITERACY COURSES



Training of Teachers in KAPE toolkits and MoEYS accredited curriculum

2.3.3 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

The TVET curriculums are the product of the TVET Academy, an INGO, and their earlier work with Don Bosco, the well-known Cambodian organisation which has provided quality skills trainings to numerous disadvantaged youth in Cambodia. 17 of the highest need training courses in Cambodia were developed into Khmer language video trainings. As the current standard of teaching in the provinces is subpar, these TVET videos are integral to the curriculum. The videos have been developed by top Cambodia teachers from various top training institutions across Cambodia. ACTED has used the

TVET training videos for teachers in the flagship CLCs in combination with practical sessions for students to practice their skills.

These TVET courses offered are shorter than MoEYS-run CLCs, offering courses of 200 hours to improve income generation skills and 100 hours advanced life skills (with a focus on employability).

The TVET training videos will be available on the MoEYS website here: <http://oer.moeys.gov.kh/>

REFER TO ANNEX B FOR FULL LIST OF TVET COURSES

BEST PRACTICES AND LESSONS LEARNT

In ACTED's experience, current CLC's do not have access to the internet and limited access to electricity. Therefore, installing TVET videos on a laptop computer and played with an LCD project is an important consideration to be made for the implementing partner.



BEAUTY SALON STUDENT



MOTORBIKE REPAIR STUDENTS



SEWING STUDENTS AND THEIR TEACHER

FUNCTIONAL LITERACY STUDENTS



3.1 CAPACITY BUILDING TO ENSURE STRONG CLC MANAGEMENT

3.1.1 INTRODUCTION TO GRASSROOT ORGANISATION CAPACITY ASSESSMENT

The Grassroots Organisation Capacity Assessment (GOCA) is a tool designed by non-formal education experts at ACTED to analyse the capacity of grassroots Community Based Organisations (CBOs) and/or small national Civil Society Organisations (CSOs); in this case CLCMCs and CLCSCs. Specifically, the tool can be used to identify capacity building needs, plan technical support interventions, and monitor and evaluate the impact of capacity building support. GOCA

is a tool to make sure CLCMCs and CLCSCs have the practical skills and operational capacity to successfully run a sustainable CLC on their own without external support. Through the GOCA, the CLCMCs and CLCSCs will know their weak points in the five main pillars of organisational management and the process allows for a development partner to provide tailor-made trainings to specifically address those weak points.

THE FIVE PILLARS OF GOCA

GOVERNANCE AND
ADMINISTRATION

CLC MANAGEMENT

FINANCIAL MANAGEMENT

COMMUNE INVESTMENT
PLAN (CIP)

EXTERNAL RELATIONS AND
RESOURCES MOBILIZATION

SECTION 3: MANAGEMENT AND OPERATION OF A COMMUNITY LEARNING CENTRE

3.1.2 HOW TO USE GOCA

GOCA is used to identify capacity building needs, plan technical support interventions, and monitor and evaluate the impact of capacity building support and to make sure CLCMCs and CLCSCs have the practical skills and operational capacity to successfully and sustainably run a CLC. The GOCA

approach comprises of a baseline assessment of organisational and institutional development, or in other words "organisational health/viability". From this organisations receive a score ranging from 0 (very weak and not functional) to 5 (very strong and exemplary) and trainings are tailored based on these assessments.

GOCA POSTER

The GOCA poster summarises key data from the GOCA 6 monthly report in a scorecard fashion which is to be stuck on the wall of each CLC. It identifies strengths and weaknesses which the CLC needs to work on. Key action points are also displayed poster alongside who is responsible for the action.

[CLICK HERE TO ACCESS THE
EXAMPLE GOCA POSTER DOCUMENT](#)



Training for CLCMCs on the GOCA Poster at Pan Rong Commune

3.1.3 ASSESSMENT CYCLE

The assessment tool is designed to facilitate group discussions between members of CLCMCs, CLCSCs and external facilitators providing capacity-building support. The tool is conducted according to a 5-level indicator system that assesses 5 aspects of organisational and operational development. Under this tool, CLC can be ranged from 0 (very weak and unsustainable) to 5 (very strong and self-sustaining) in each of the following 5 categories:

THE FIVE PILLARS OF GOCA



GOCA baseline assessment is first conducted to identify the organisational needs before tailor made series of trainings are provided to CLCMCs accordingly. GOCA 6 monthly re-assessment is then carried out following the trainings to ensure the capacity building needs are met and reinforced if required.

During this period of 6 months until the next GOCA re-assessment, all the sessions in the 5 pillars might not be covered; however, 2 or 3 prioritised pillars will be conducted. If the CLC is scored less than average (2.50) on the indicator (covered in previous session) in the GOCA re-assessment, the sessions will be reviewed in the next training cycle while the sessions of other pillars will be followed.

[CLICK HERE TO ACCESS THE
GOCA ASSESSMENT TOOL DOCUMENT](#)



GOCA Assessment needs assessment with CLCMCs and CLCSCs

3.2 GOCA FIVE PILLARS TRAINING

[PLEASE NOTE ALL MANUALS AND TRAINING GUIDES ARE AVAILABLE USING THIS LINK AND ON THE ACTED CAMBODIA WEBSITE](#)

3.2.1. GOVERNANCE AND ADMINISTRATION

This training outlines what a CLC is, revises CLC structures and CLCMCs/SCs roles and responsibilities. It also goes into detail on what governance and administration means in a CLC context.

Governance ensures that CLCs have a clear mission and is well managed, as well as clear goals, objectives and strategy. This training also helps CLCMCs and CLCSCs understand how to maintain essential documents which are critical for the proper governance

of a CLC. This is important as it records CLC implementation, as well as processes and outcomes for all programmes and activities related to the CLCs.

This training also covers dissemination of information among stakeholders (e.g. DOE, POE and members of the community). This is important as dissemination can provide development partners with progress updates as well as keeping communities engaged in CLC activities.

[CLICK HERE TO ACCESS THE GOCA GOVERNANCE AND ADMINISTRATION DOCUMENT](#)

Examples of important documents are:

- CLC Annual Activity Plan - from the DOE
- Written report of the program activities
- Minute of CLCMC (and other) meetings
- All monitoring and evaluation reports of CLC activities, including copies of any partner and/or POE Monitoring and Evaluation reports
- Community needs profile and community information from local authorities
- Sample of teaching curriculum from CLC



GOCA training for CLCMCs on Governance and Administration

3.2.2. CLC MANAGEMENT

Clear understanding of CLC management and structures as outlined in the MoEYS CLC Minimum Standard Guidelines (Prakas 2429) is central to smooth operations and decision making in CLCs. In this training CLCMCs are taught about what a CLC is, the personnel structure of CLCMCs and CLCSCs as clearly set out through the CLC chart, their

roles and responsibilities, and internal and external communication. The training tool is also used to teach the CLCMCs and CLCSCs the structure of the CLC and related decision making and accountability linkages. It helps CLCMCs and CLCSCs understand how a personnel structure is essential for the CLC to function effectively and efficiently.

[CLICK HERE TO ACCESS THE GOCA CLC MANAGEMENT DOCUMENT](#)



GOCA training for CLCMCs on CLC Management and Structure

3.2.3 FINANCIAL MANAGEMENT

The CLCMCs and CLCSCs are always involved in some kind of financial transactions and thus Financial Management is an essential skill for the successful operation of CLCs. This requires timely depositing of the funds received and making payments through a cheque book and not using cash wherever possible. Without proper financial management training it is almost impossible to keep track of and maintain the accounts of CLCs. The accounts must reflect the

funds mobilised for the purpose of implementing activities, and savings in the bank. There should be systematic and orderly accounting of funds spent on the implementation of the various activities planned by the CLC in accordance with the agreed budget. The systematic maintenance of the accounts will facilitate the growth of the CLC. The trainings provided cover how to use bank accounts, cash management, roles of the committee members and treasurer and budgeting.

[CLICK HERE TO ACCESS THE GOCA FINANCIAL MANAGEMENT DOCUMENT](#)



GOCA training for CLCMCs on Financial Management

3.2.4 COMMUNE INVESTMENT PLAN

The commune council develops a new investment plan once a year which CLCs are eligible to apply for in order to fund their operations. This training clearly instructs on what is the Commune Investment Plan (CIP), annual activity planning, how to organise your activities in order to get included in the CIP, how to make a

good CLC activity plan and monitoring and evaluation. The budget for CLC activities and operations can benefit greatly from receiving CIP funding and thus requires careful consideration and planning in order to create a CIP application that has a good chance of succeeding. This training is aimed at facilitating that process.



GOCA training for CLCMCs on the Commune Investment Plan

[CLICK HERE TO ACCESS THE GOCA COMMUNE INVESTMENT PLAN DOCUMENT](#)

3.2.5 EXTERNAL RELATIONS AND RESOURCES MOBILISATION

Fundraising and resource mobilisation are a valuable part of strengthening CLC. Cash and non-cash resources are needed for them to carry out their desired and planned activities. It is therefore necessary for CLC to acquire skills that will enable them obtain resources which will keep their CLC running and successfully implement their desired activities. The external relations training thus inform CLCMCs and CLCSCs about community engagement, resource

mobilisation, writing project proposals, forming coalitions and networks, advocacy, communication, branding and marketing. The tool is used to enable CLCMCs to understand the relevance and importance of resource mobilisation/fundraising for operational and strategic development of CLC and help them to identify and understand the different appropriate mobilisation/fundraising sources, methods and techniques that can be used.

[CLICK HERE TO ACCESS THE GOCA EXTERNAL RELATIONS AND RESOURCES MOBILIZATION DOCUMENT](#)

3.3 ADDITIONAL GOCA TRAINING

3.3.1 CODE OF CONDUCT FOR CHILD PROTECTION

The Child Protection Code of Conduct is a necessary and essential policy instruments to protect children in the CLCs. The document clearly sets out unacceptable actions and expectations of CLC staff in relation to child protection in the CLCs. The tool is used to explain to CLCMCs and CLCSCs how to prevent and respond to exploitation, abuse, ignorance and all forms of violence against children at the CLCs. It is precisely discussed with CLCMCs and CLCSCs in GOCA training, but it is not considered as one of the GOCA pillars.

The tools used to explain to the CLCMCs and CLCSCs how to understand the setting to set boundaries for adults who have a personal relationship or responsibility over a child. It also states disciplinary procedures in the event of a breach of the code of conduct. All staff that work in the CLC must agree to the code of conduct and sign the document. This includes members of CLCMCs, CLCSCs, teachers, volunteers and all persons who participate in activities within the CLC.

[CLICK HERE TO ACCESS THE GOCA CODE OF CONDUCT CHILD PROTECTION DOCUMENT](#)



GOCA training for CLCMCs on Code of Conduct Child Protection

3.3.2 CLC BUDGET PROPOSAL TEMPLATE

The budget proposal template is designed using the existing templates from DOE and POE which aim at guiding CLCMCs and CLCSCs to plan and submit annual budgets to DOE which then escalate to POE and MoEYS-DNFE to provide the CLC with a budget for the year.

training classes, salaries for NFE teachers and vocational training teachers, CLCMC stipend, as well as a summary table of the CLC activities plan and time frame. The tool is used to make it easy for CLCMCs easy to apply a monthly budget to be used readily and adapt with the proposed MoEYS budget.

The budget proposal template runs through the necessary information needed for an annual budget such as: – CLC information, NFE course information, vocational course information, LNA outcome, regional labour market information, detail planning and budget planning such as administration materials, library books, materials for vocational

The budget proposal tool is set out in an easy to use format with all the necessary information placed into tables and charts. This tool is taught in the financial management training and requires CLCMCs and CLCSCs to do a group discussion in order to understand the budget proposal format.

“

During ACTED's project, these annual budgets were submitted to KYA in preparation for eventual submission to DOE for institutionalizing the CLCs under MoEYS.

”

[CLICK HERE TO ACCESS THE GOCA CLC BUDGET PROPOSAL TEMPLATE DOCUMENT](#)



GOCA training for CLCMCs on CLC Budget Proposal Templates

3.4 SUSTAINABILITY OF CLCS

3.4.1 FINANCIAL SUSTAINABILITY

Although MoEYS accreditation is important for the longevity of the CLC, due to financial constraints funding is often insufficient and delayed. A consequence is a high turnover of teachers, lack of supplies and generally inadequate resources for effective training.

In order to counteract this, ACTED worked to allow CLCMCs and CLCSCs to take ownership over the CLC funding through GOCA training on the following skills:

- Commune Investment Plan (CIP) [\(for further details see 3.2.4\)](#)
- Social Enterprise [\(for further details see 3.4.2\)](#)
- Organising community funds raising events e.g. Solidarity Festival

Using these methods will supplement the MoEYS CLC budget and increase CLCs' ability to respond to local needs with high quality resources. This approach also minimises reliance on

one source of funding and increases autonomy over income of a CLC. This also serves to increase genuine engagement in ownership and outcome.



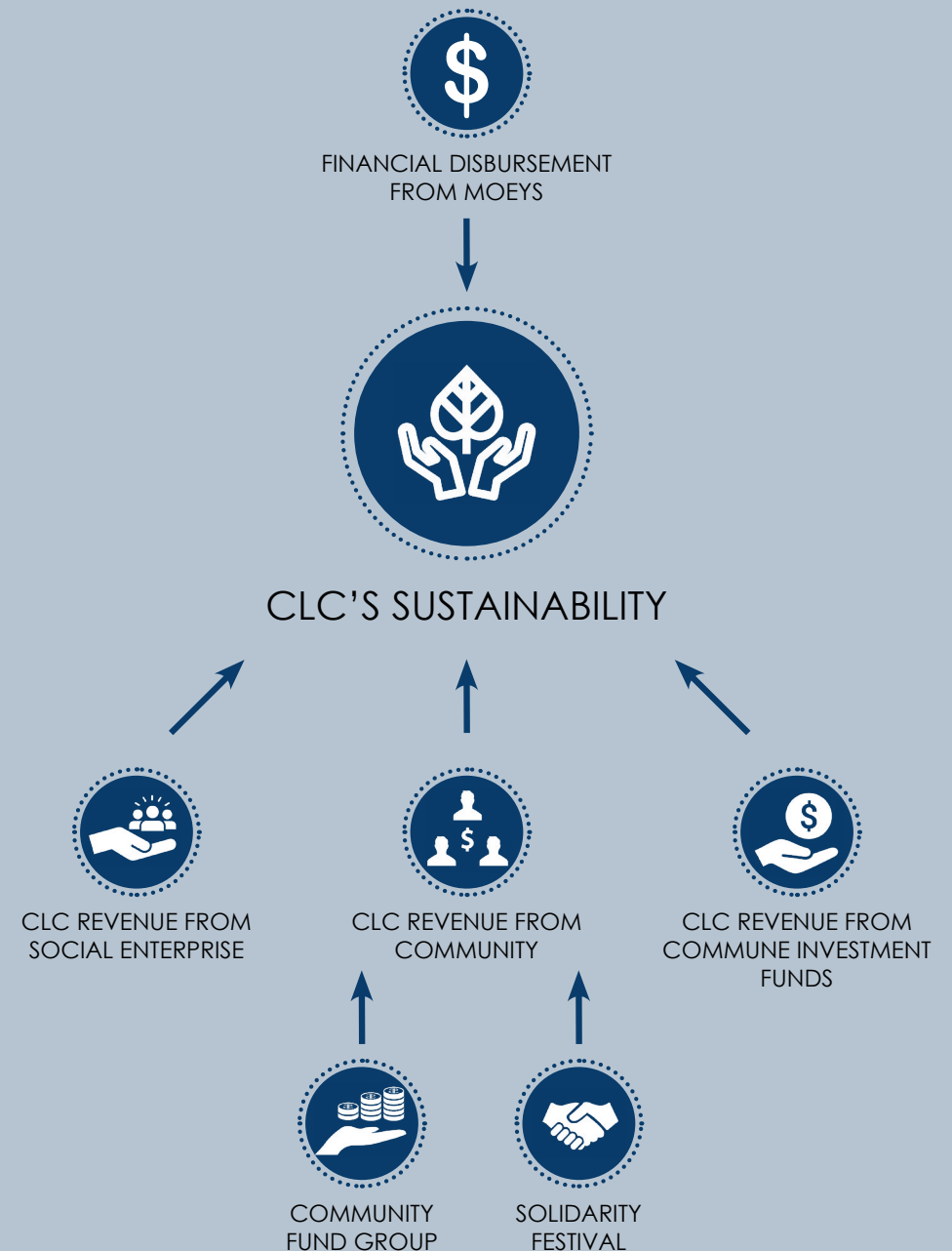
SUCCESS STORY:

Chrey Commune Chief included Chrey CLC in its CIP, and allocated a total of 4 million riels from its Social Service Funds in 2016.



[CLICK HERE TO ACCESS THE SUSTAINABILITY OF CLCs FINANCIAL BROCHURE DOCUMENT](#)

DIVERSIFIED ECONOMIC SUPPORT FOR CLCS



3.4.2 FINANCIAL SUSTAINABILITY: SOCIAL ENTERPRISE

A social enterprise takes the principles of entrepreneurship to find sustainable solutions to social problems. Social enterprises are used to create income generation activities to sustainably continue to pursue their social objectives.

ACTED conducted a desktop study, whereby research showed that successful NGO-run CLCs turned to social enterprises to subsidise their operational costs. Whilst also ensuring the financial sustainability of a CLC, the social enterprise provides students with life skills training and acts as a confidence booster for the students to see how their newfound skills become income generating activities. It is therefore highly encouraged to incorporate a social enterprise into the CLC model, as it ensures the longevity of the project.

ACTED worked with Technical Skills Training Institute (TSTI) to conduct social enterprise training with the CLCMCs and CLCSCs. Following the training, they were able to identify the needs which are suited to the local market, resources and skills. This training was designed to strengthen capacity of the CLCMCs and CLCSCs to establish CLCs to provide systematic skills training to marginalized youth, as well as to equip them with marketing tools to identify opportunities for their business and find out who the target customers are and develop marketing strategies.

From the training, all four of ACTED's flagship CLCs were able to create a business plan and have fully functioning social enterprises.

Training by TSTI included:

- Creating awareness of entrepreneurial competencies which contribute to setting up and/or improving social business enterprises,
- Creating a simple, clear and user-friendly business planning tool/template for mapping out business strategies and operations of the identified social enterprises,
- Sharpening decision making processes through understanding key aspects of managing and performing improvement in the social enterprise and business plan.



Community members visiting the sewing Social Enterprise at the Job Fair

3.4.3 EXIT STRATEGY: CLC INSTITUTIONALISATION REGISTRATION

ACTED's flagship CLCs were registered to MoEYS so they would be handed over to DOE and POE at the end of the project.

meetings with DNFE to update the state actors on the progress of the CLC and provide useful feedbacks and recommendations about the CLC operation and registration.

The request of the CLC registration must be submitted to DOE and POE early during the first quarter of the year so that the provincial department can integrate the new CLCs into the annual plan that it submits to MoEYS. Therefore, these state actors need to be involved in the establishment of the CLCs through regularly inviting them to do backstopping monitoring on the CLC every 3 months and conducting regular

For the registration, a formal request letter must be submitted to DNFE through DOE and POE enclosing other required documents such as: CLCMC Application, CLCMC Summary Personal Background, CLCMC Contract, NFE Contracted Teacher Application, Teacher Summary Personal Background, Teacher Employment Contract, and Student List.

**[CLICK HERE TO ACCESS THE
REQUIRED REGISTRATION DOCUMENTS](#)**

CONCLUSION

Coming to the end of this step-by-step manual, the attentive reader will have noticed the importance, at every stage of the constitution and management of a Community Learning Center, of the positive collaboration among a variety of stakeholders, public, private, associative and, first and foremost, community-based.

It is at community level that it is possible to discern which economic sectors have the potential to generate sustainable livelihood opportunities. From this starting point, training needs are identified and it is the responsibility of the communities to commit energy, time and resources of their members towards responding to those training needs.

This means the engagement of skilled community members to share their knowledge, but also the engagement of community leaders, schools and families to challenge the perception, so common among the youth in rural and remote areas, that opportunities are only found outside of their communities of origin.

To support this engagement, the manual has presented a few strategies – Commune development plans, social enterprises – that can generate financial support to the CLCs from within the communities themselves.

At the same time, it would not be realistic to think that such localized strategies, while able to fully cover the

day-by-day costs of running a CLC, can allow for a constant improvement in the quality of the training services provided, both from the point of view of the equipment needed and in terms of capacity building of the trainers.

It is up to the concerned public authorities, including the Ministry of Education, Youth and Sports, the Ministry of Labour and Vocational Training and the Ministry of Agriculture, Forestry and Fisheries, to draft national and provincial level plans to support the CLCs and to oversee on the timely implementation of such plans.

It is also up to these actors to involve the private sector and to mobilize the business to provide material and technical support. Conversely, private sector actors need to fully align with the idea that a skilled youth, including young women, people living with disabilities and minorities, spread among the whole Kingdom of Cambodia, can have a significant impact in the economic and social development of the Country.

In this movement, Civil Society Organizations and International NGOs play a fundamental role in proposing innovative approaches and in testing them: this is what ACTED and KYA have done during their work in Prey Veng Province, first setting up 4 pilot CLCs and, once having established the model, replicating it in other 5 CLCs established by the Government.

LIST OF ONLINE ANNEXES

ALL DOCUMENTS CAN BE FOUND FOLLOWING [THIS LINK](#) OR ON THE ACTED CAMBODIA WEBSITE

2.1.1	Basic Needs Assessment Survey
2.1.2	Secondary Needs Assessment Survey
2.1.3	Terms of Reference CLCMCs
2.1.3	Terms of Reference CLCSCs
2.1.4	CLC Facility Agreement
2.2.1	MoU Ministry of Education Youth and Sport
2.2.2	MoU Ministry of Labour and Vocational Training
2.2.3	MoU National Employment Agency
2.2.4	Stakeholder Agreement
2.3.1	Local Needs Assessment
3.1.2	Example GOCA Information Poster
3.1.3	Example GOCA Assessment Report
3.1.3	GOCA Assessment Tool
3.2.1	GOCA Government and Administration
3.2.2	GOCA CLC Management and Structure
3.2.3	GOCA Financial Management
3.2.4	GOCA Commune Investment Plan
3.2.5	GOCA External Relations and Resource Management

LIST OF ONLINE ANNEXES

- 3.2.4 GOCA Commune Investment Plan
- 3.3.1 GOCA Child Protect Code of Conduct
- 3.3.2 CLC Budget Proposal Template
- 3.4.1 Sustainability of CLCs Financial Brochure
- 3.4.3 CLC Recognition and Management Application
- 3.4.3 CLCMC Application Letter
- 3.4.3 Example CLC Registration Letter
- 3.4.3 Teacher Application Letter

DOCUMENTS RELATING TO PRAKAS 2429

Prakas 2429

Annex of Prakas 2429

CLC Establishment and Management

Letter of Suspension from Minister

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- UNESCO (2014). "Manual for Management of a Community Learning Centre"

ANNEX A

Curriculum's Providers	Title of books	Year of Publication	Description
MoEYS: DNFE Literacy (Recommended by the POE)	Basic Functional Literacy for Adults	2013	This manual is designed for illiterates to enable them to read, write and do some calculations which will be easy for them to further their learning to Manual for Adult Education (three parts) designed by the Ministry of Women Affairs and the UNESCO.
	Adult Education (Part 1)	2013	This manual is designed in accordance with adult phyco-pedagogy and necessities for their daily living standards. The contents of this manual will provide students with 1) Problem solving skills, 2) Reading, writing and calculation skills, 3) Solidarity in working as a team, and 4) Information centres concerning lessons in the manual
	Adult Education (Part 2)	2013	This manual is designed in accordance with adult phyco-pedagogy and necessities for their daily living standards. The contents of this manual will provide students with 1) Problem solving skills, 2) Reading, writing and calculation skills, 3) Solidarity in working as a team, and 4) Information centres concerning lessons in the manual
	Adult Education (Part 3)	2013	This manual is designed in accordance with adult phyco-pedagogy and necessities for their daily living standards. The contents of this manual will provide students with 1) Problem solving skills, 2) Reading, writing and calculation skills, 3) Solidarity in working as a team, and 4) Information centres concerning lessons in the manual
VSO	Basic English Level (BEL) 1	2015	This BEL 1 contains four skills encompassing speaking, listening, reading and writing skills. This BEL 1 is designed to offer opportunities for all students to learn English. It contains happy activities and makes students remember what they learn in school. The materials of BEL 1 include 1 Teacher book, 1 Student book, 1 Set of classroom teaching materials (i.e. visual aids), and 1 Soft Copy of Audio (mp3). This BEL 2 is designed to offer opportunities for all students to learn English. It contains happy activities and makes students remember what they learn in school. BEL 2 further improve students' basic English they already learnt in BEL 1 such as acoustics of letters, how to write the 26 small letters and some capital letters, how to read and spell words using acoustics of letters as foundation, names of letters from a-j alphabetically, how to read and write easy sentences, how to listen to direct text reading or recordings and answer questions, and how to involve in interview sections and short role plays. The materials of BEL 1 include 1 Teacher book, 1 Student book, 1 Set of classroom teaching materials (i.e. visual aids), and 1 Soft Copy of Audio (mp3).
	Basic English Level (BEL) 2	2015	
	Basic English Level (BEL) 3	In revision and ready until 2016	At the end of BEL 3, students should be expected to gain confidence to learn grammar, sentence structure, and other important vocabularies which are formally used. Upon finishing all BEL 1-3 students will have confidence to continue their education in grade 7.
KYA	Sexual Reproductive Health Rights Manual for Youth	2014	This manual aims at training peer educators who will share their knowledge with other teenagers in the areas and in schools. It further aims at helping the facilitators to provide echo-training with facilitating capacity and time management, learning objectives and approaches to be highly effective and successful in training leadership.

KAPE: Literacy Program	Reading Benchmark (grades 1, 2 and 3)	2010	This document has been developed in collaboration with civil society organisations in order to further support the success of the new reading textbooks. The main focus of the document is to provide teachers with an explicit statement of the specific competencies in reading that students must acquire for each unit in the official textbook. These competencies, taken together for a particular unit, form what are called a "benchmark." The availability of these benchmarks will help teachers to better structure their assessment of young children as they begin to read. The key components in each learning benchmark covers: (1) student competencies, (2) reading skill (3) content (4) sample activities (5) assessment (6) suggested reading games.
KAPE: Life Skills Program	Local Social Relevant Themes	2009	Topics include: Drugs Abuse—Alcoholism Prevention—Me And Myself—Gender Is-Sues—Safe Migration—Water & Sanitation—Cultural Issues—Civic Awareness—Music And Dance—Environmental Issues; Often, the material on Social Relevant themes is interdisciplinary, developing personal skills and knowledge in topics related to the Social Sciences while staying closely connected to the daily life of the students.
	Business and Economy Studies	2009	Topics include: I.T.—World Of Work—Social Enter-Prise—Saving And Spending—Me Any My Money—Marketing—Management Skills; Business and Economy topics develop the self-management skills and entrepreneurial skills needed in Cambodian society
	Practical Livelihoods	2009	Topics include: Raising—Rice Growing—Fish Raising—Bicycle Repair—Hair Dressing—Sewing—Bio Gardens—Poultry—Mushroom Growing—Cooking Class—Fruit Processing —Masonry—Vegetable Growing; Practical Livelihood aims to directly improve the pre-vocational talents of the students and their relatives.

ANNEX B



Motorbike Repair



Practice based knowledge to maintenance and repair motorbike. Motorbike repair training describes the usage of common tools, the different part of the engine and their function and the electrical system of the motorbike.

Sewing



Provide learner with the basic knowledge to use standard sewing tools, operate and maintain sewing machine, various tasks to sew any clothe and describe a few standard model for Cambodia marketplace.

Beauty Salon



Provide the learner theory and practice of nail decoration, Beauty Salon. Hair dressing lessons present the common tools, the basic technics and a variety of haircut models including some fashion ones.

Computer Basics



Abilities to master standard computer operation in the office. Computer basic training consist of the following lessons: understand parts of the computer, how to type in Khmer and in English, operate task in Windows system and master the main functions in Microsoft Word, Excel and PowerPoint software.

Internet and Email



Provide the concept on internet and email, mastering on surfing internet and managing an Email effectively. Internet and Email consist of introduction to internet, Using yahoo email account, Using Gmail Email account, Chatting (Yahoo Messenger, Skype)...etc.

Computer Repair



Troubleshooting computer, installing software and hardware and configuration computer program. Computer repair training provide learner from the basic of BIOS configuration to basic network connection.

Electricity House Wiring



Core knowledge to build the house electrical network: understand conductor, cable-joint, fuse and lamp components, their role, the usage of key devices for electricity and power measurement and the global operations to install and connect an electricity system in a house

Electrical Motor



Consist of Maintenance, fixing the electrical motor and understanding the differences part of motor rotation and its function. This video content include principle of motor, split phase motor, capacitor motor, shaded pole motor...etc.

Air Conditioning



Provide modern-technic of installation and maintenance of air conditioning with safety principles when installing air conditioner. Explanation the process of air conditioning type such as Condenser, Evaporator, Welding, and Vacuum and insert gas.

Car Electrical



Provides the description of a car electrical system, its different parts and their functions. The learner will acquire knowledge about: Horn System, Ignition System, Washer and Wiper System, Battery Charger System and Electrical System Maintenance...

Small Engine



Repair, maintenance and understanding of the function and operating process of biele, piston, and carburettor parts in the small engine.

Electrical Welding



Provide learner with fundamental knowledge of electrical welding and the high quality standard of electrical welding practice with the safety operating electrical welding.

Gas Welding



Provide learner with fundamental knowledge of gas welding and the high quality standard of gas welding practice with the safety operating gas welding.

Chicken Raising



Provide learner with the skills to build a poultry, process chicken food, the knowledge to prevent and cure chicken disease and manage hygiene.

Fish Raising



Provide the learner with technics and methods to successfully raise fish within a community, such as: select the pond location, manage transport and release of the fish into the pond, take care of the fish, prepare and process their food and key other techniques.

Pig Raising



Provide the learner with the skills for small scale family Pig Raising. This content addresses both the sow, the fattening and the boar.

Financial Education



Financial Education training videos addresses youth in vocational schools, in other schools/university or in rural areas and low income families.

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